ELTHORNE PARK HIGH SCHOOL

Behaviour for Learning Policy

Adoption	October 2023
Review frequency	Annual
Next review	October 2024
Status	Statutory
Committee	Curriculum
Update	N Laryea (AHT Behaviour)

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1. Introduction

1.1 Policy Formulation

The policy was formulated in consultation with students, staff, parents/carers and governors at Elthorne Park High School.

Governors Approval: October 2023
Next Review Date October 2024
Management of Policy: Review of policy is led by the Assistant Headteacher with responsibilities for Behaviour and Attitudes.

1.2 Legislation and Statutory Requirements

This policy has been created following both statutory guidance and advice from the following sources:

- Behaviour in schools (DfE September 2022)
- ~~Suspension and permanent exclusion from maintained schools.~~ Suspension and exclusion guidance (DfE September 2023)
- Searching, screening and confiscation. (DfE July 2022)
- Use of reasonable force in schools. (DfE July 2013)
- The Equality Act 2010
- Childrens and Families Act 2014
- Special educational needs and disability code of practice 0 - 25 years old. (DfE January 2015)
- Keeping Children Safe in Education (DfE September 2023)
- Education Act 2002
- Education & Inspections Act 2006

This school policy must also be read and used in conjunction with the following school policies and agreements that relate to student behaviour and safety:

- Safeguarding policy
- Rewards policy
- Anti-bullying policy
- E-Safety, IT Use, Social media policies and related IT user agreements
- SEN policy
- Attendance policy
- Equal Opportunities policy.

1.3 Principles

The School's mission statement is 'Achieving excellence in a learning community'. One of the School's central pursuits is to prepare our students so that they are morally and socially equipped to take their place as responsible citizens in society. We encourage students to take responsibility for their own behaviour and model excellent behaviour at School and in the local community. We are committed to providing a safe and secure learning environment for our students.

The following principles are at the heart of our School's Behaviour Policy, we believe that:

- Behaviour management should be positive and preventative rather than negative and reactive
- 'Good behaviour in schools is central to a good education (DfE 2022)'. All students have the right to feel safe and secure at School. Being taught how to behave well in the context they are in is vital for all students to succeed personally.
- Learning is our core purpose; no student has the right to disrupt another student's learning. Excellent learning can only take place in lessons where there is positive behaviour, co-operation and a supportive atmosphere
- Management of behaviour is the responsibility of all members of the School community including parents; behaviour should be fairly and consistently administered in line with whole School Behaviour Policy

- All members of the School community should display excellent behaviour in School and the local community
- Good behaviour is displayed through members of the School community being considerate, polite and respectful to each other
- The School values the use of praise & rewards, restorative and solution focused approaches to resolve behaviour issues
- The school is committed to its Equalities (Equalities Act 2010) and Safeguarding (Keeping Children Safe in Education 2023) duties to ensure that appropriate steps are taken to support all students especially those vulnerable to discrimination and with SEND.

1.4 Our School Values

Elthorne Park High School encourages all members of the school community to model and uphold our school values which exemplify; pride, preparedness, positivity, participation and being principled in all that we do. Alongside the mission statement these values underpin our approach to conduct inside and outside of School.

Our shared school values outline how we expect all members of our school community to behave in school and in the local community. We expect all members of the school community to be:

Value	Application
Proud	I proudly celebrate my achievements and those of people around me.
Persevering	I am resilient, confident and independent in my learning.
Principled	My actions show I know the difference between right and wrong
Prepared	I have high expectations of myself and others and am prepared for each school day.
Participate	I actively engage with wider opportunities and understand how I can be successful in the next stage of life.

These values set out our expectations that all students are principled in their daily actions and behave in a respectful, responsible, caring and compassionate way towards other members of the school community. We summarise our behaviour expectations within the school community by asking all students to be 'Ready, Respectful and Safe.'

The governors and senior staff believe that each student at our school is entitled to receive their education free from humiliation, intimidation, oppression and abuse. It is the responsibility of all staff and stakeholders that this takes place in an atmosphere which is caring and protective.

In order to achieve this goal, all members of the school community, students, staff and parents need to have an understanding of the positive behaviour and attitudes expected, but also to be aware of the effects and consequences of negative behaviours.

1.5 Aims of the Policy

At Elthorne Park High school we aim to create a safe, calm and supportive environment so that students can learn and thrive. We want all members of the school community to have high behaviour expectations and understand that 'Good behaviour in schools is central to a good education.' (DfE Behaviour in Schools 2022)

Our behaviour policy aims to:

- Create a positive learning environment based on respect, co-operation and politeness
- Ensure that all students have access to a safe and enjoyable learning experience, including preventing bullying in any form (see detail in the School's anti-bullying policy)
- Ensure that positive behaviour is recognised and rewarded, and positive and preventative behaviour management strategies are adopted wherever possible
- Provide appropriate support and guidance for students identified with Social Emotional and Mental Health needs (SEMH) by the School
- Develop School procedures that promote inclusion and reduce suspension and exclusion
- Actively work in partnership with parents/carers to support their student's behaviour
- Apply the key principles of 'restorative justice' in everyday practice and procedures

- Provide support, guidance and intervention for students with behaviour difficulties identified as having SEND and SEMH
- Ensure that statutory requirements in relation to behaviour and exclusions are adopted and applied

This policy outlines the procedures and routines required to ensure we maintain high standards of behaviour and create a positive & caring culture. The behaviour routines and codes of conduct outline behaviour standards expected in School, the local community (to and from School) and when students are on School trips and visits.

2. Roles and Responsibilities

Ensuring we have high standards of behaviour across the school requires all members of the school community to work in partnership and play their part as outlined by their roles and responsibilities below.

2.1 Student Responsibilities:

We expect all students to be 'Ready, Respectful and Safe.'

Student responsibilities:

- To behave in a polite and respectful manner at all times. Respecting all members of the school community and the school environment.
- To behave positively in all lessons without disrupting the learning of others.
- Positively follow and model the schools code of conduct and behaviour expectations.
- Follow instructions given by staff at the first time of asking.
- Act as positive ambassadors for the School in the local community
- To ensure that you do not bring inappropriate or unlawful items into School.

Students have the right …

- To be informed of the schools behaviour expectations and wider values and culture as part of their induction and through reminders & re-enforcement throughout the school year
- To be taught in a safe environment, conducive for learning and free from disruption
- To expect appropriate action from the School to tackle disruption to lessons, poor behaviour and bullying
- To appeal to the Head teacher and governors if they believe the School has exercised its disciplinary authority unreasonably
- To contribute to the development of the School Behaviour Policy.

2.2 Parent responsibilities

The role of parents is crucial in helping schools develop and maintaining good behaviour.

We ask parents to ensure that their children …

- Attend school each day and arrive on time
- Arrive to school in full school uniform, correct books and ID card and lanyard
- Behave politely and respectfully in school and in the local community
- Behave in a safe manner to ensure they do no place themselves or others at risk
- Complete home learning tasks each evening as set by teachers
- Follow the school's behaviour code of conduct and related procedures outlined in the school's behaviour policy
- Adhere to any conditions set out in Educational Health Care Plans, Pastoral Support Plans, Behaviour Plans or targets on behaviour monitoring reports

We also ask parents to ….

- Celebrate and praise their child's achievements
- Work with the School to support their child's behaviour and share any relevant SEN information or home related information that may inform behaviour support
- Attend meetings with school staff regarding their child's behaviour when asked to do so
- Should a suspension be required, ensure that your child is not in a public place during normal school hours and attend reintegration meetings post suspension

Parent rights

- To be kept informed about your child's progress and behaviour

- To be able to have your child learn in an environment that is safe, respectful, calm and conducive for learning
- To have regular feedback on your child's behaviour at school
- To have complaints about bullying, discrimination or other unacceptable behaviours appropriately investigated and actioned by the School
- To have rights of appeal against disciplinary decisions made by the School if they feel the School has acted unreasonably
- To contribute to the development of the school's Behaviour policy
- To have access to the school's behaviour policies on the school website

2.3 Staff Responsibilities

Staff are responsible for:

- creating a safe and calm environment for students to learn and establishing clear boundaries of acceptable student behaviour
- following Elthorne Park High school's behaviour management and lesson routines to ensure a consistent and fair approach to behaviour management
- uphold whole school approaches to be behaviour by teaching and modelling expected behaviour and positive relationships as defined by the school behaviour policy
- staff should challenge students to meet the school's behaviour expectations and maintain boundaries of acceptable conduct
- reporting any forms of bullying, discrimination or unsafe behaviour using the systems outlined in the school's anti bullying, safeguarding and behaviour policies
- engage in restorative meetings with students and communicate with parents when there have been high level or persistent behaviour concerns
- working with parents and the school's SEN department to support early identification of behaviour needs

Staff rights

- to be able to teach their lessons in an environment that is calm, safe and respectful and conducive to learning
- be supported by their line manager and senior staff when required
- have accessible to CPD in relation to whole school behaviour policy and behaviour management and safeguarding support and response
- to be treated with respect by parents when communicating behaviour concerns

2.4 The Role of School Leaders

Middle Leaders

The school has a team of middle leaders who have responsibilities to support and communicate with parents should behaviour issues arise.

- **Subject leaders** - support subject related behaviour concerns, staff will be supported by their subject leaders through the department's QA systems and communication with parents.
- **Year leaders** - support cross-curricular and higher level behaviour concerns to ensure that appropriate response and support is in place. This includes the implementation of pastoral or behaviour support plans and their review with parents.
- **SENDCO** - the school's SENDCO will ensure that student support plans are in place and reviewed with parents for SEND students. The SENDCO will promote high standards of behaviour & support for students with SEND. The SENco will also ensure that all staff are trained and aware of behaviours associated with particular types of need and strategies to best support each need. Implementing their duties under the Equality Act 2010.

Senior Leaders with responsibility for behaviour:

The Headteacher has overall responsibility for behaviour in the school and overviewing measures to ensure acceptable standards of behaviour.

The school's senior leadership team has a number of Senior leaders with responsibility for behaviour standards and policy implementation and review:

Areas of responsibility	People responsible
Behaviour & Attitudes including Attendance	Assistant Headteacher - Mr Laryea
Positive Behaviour Culture	Positive behaviour & rewards - Ms McDonald
Personal Development Curriculum	Assistant Headteacher - Ms Crix Deputy Headteacher - Ms Reeves
Designated safeguarding lead	Deputy Headteacher - Ms Reeves
Behaviour and Attitudes - standards across each key stage. Year leaders - standards across each year group.	Key Stage Leaders & Year Leaders Ms N Bowler - KS3 Mr F Hardy - KS4 Ms C Ervin - KS5

The role of school leaders
These include:

- being highly visible, engaging with students, parents and staff on maintaining the behaviour culture where everyone feels safe and supported
- ensuring that students remain safe and supported throughout the school day
- ensuring that all staff understand the school's behaviour expectations (Elthorne Way for Behaviour) - rules and routines and their consistent implementation & how best to support individual students
- Ensuring that all students understand the school's behaviour expectations and the whole school approach to behaviour - through delivery of the behaviour curriculum
- support the delivery of CPD to staff to ensure that all members of the school community meet their duties under the school's behaviour and safeguarding policies
- Monitoring of behaviour standards throughout the year including gathering feedback and views of all stakeholders
- Leading on an annual review and update of the school's behaviour policy and ensuring compliance with statutory requirements

The role of governors
These include:

- ensuring that policies are designed and implemented to promote good behaviour and discipline at the school
- providing clear advice and guidance to the head teacher on key principles that should inform the school's behaviour policy
- overview of standards of behaviour in the school and understand actions being taken to support behaviour improvement
- ensuring the school's behaviour policy meets statutory requirements and is in line with school values
- supporting governor exclusion review panel meetings and other related meetings

3. SCHOOL BEHAVIOUR SYSTEMS - RULES & ROUTINES

Rules Routines and Consequences
This section of the policy summarises the school's behaviour systems for all stakeholders, with particular focus on school behaviour rules, routines and consequences.

3.1 Behaviour Expectations
The school's behaviour expectations and routines are summarised in following two summaries:
For staff:

- The Elthorne Way - Behaviour 2023 - for staff. (Appendix 7)

For Students and Parents

- School Code of Conduct - 'The Elthorne Essentials' for students (Appendix 4)

- Behaviour Expectations Year ahead presentation and ppt. (September 2023)
- Parent Carer handbook 2023

Student expectations are summarised in the following classroom behaviour code of conduct - 'The Elthorne essentials' for students:

See also the behaviour code of conduct - consequences table - Appendix 4 of this policy.

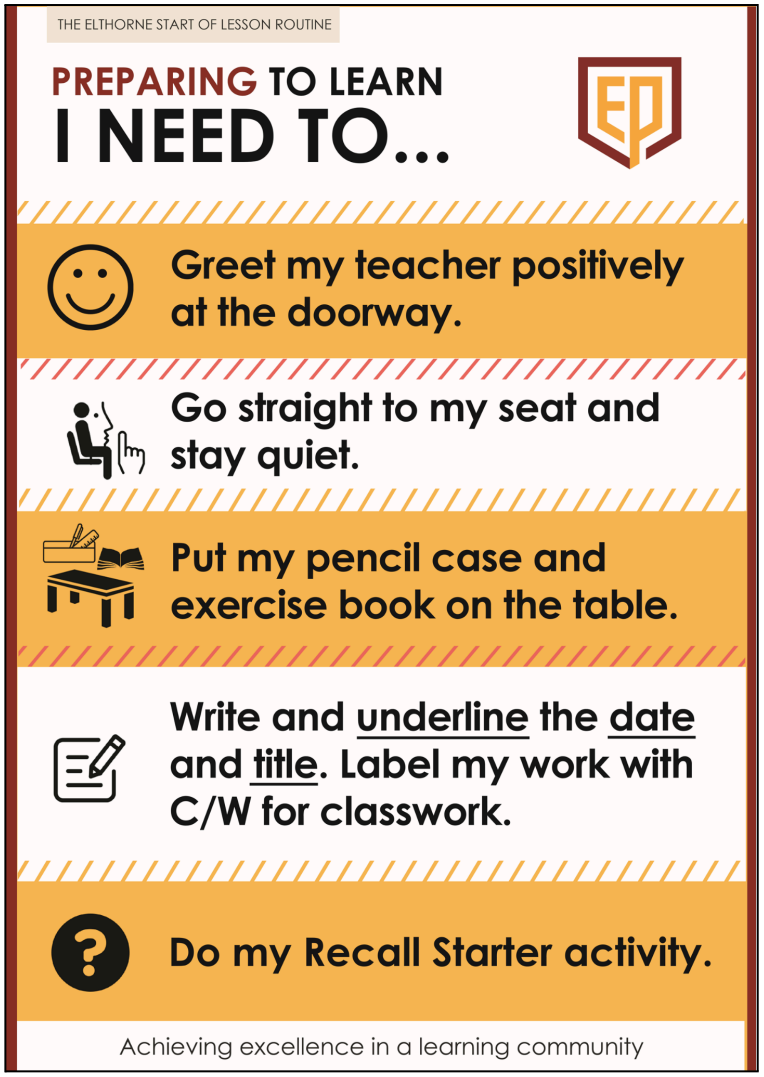
Behaviour Routines in the Classroom

We ask our students and staff to follow a consistent routine each lesson to ensure we have a consistent approach to behaviour across the school.

3.2 Start and end of lesson routines

To ensure we have a safe and engaging start to each lesson, we ask that all lessons start as per the Elthorne Routine for Learning. This is displayed in each classroom and outlines the expectation of teacher and students at the start of lessons. Beginning learning promptly and positively is a priority.

Did you go out today?



The start of lesson routine:

- teachers straddle the doorway to positively welcome students at the start of lessons
- students immediately & quietly, enter the room, sit down (as per seating plan) & take out their books and equipment
- students write the date and title and immediately begin the starter activity
- teachers check that the corridor is clear and then take their register whilst students commence their starter activity

The end of lesson routine:

- teachers end their lessons with a plenary activity to assess learning during the lesson or previous lessons
- students tidy their desk/learning area when requested to do so by the teacher and pack away
- teachers straddle the door & dismiss students one row at a time to ensure a positive & safe end to the lesson
- students leave buildings using their nearest staircase (if required), directed by their teacher

3.3 Seating Plans

Teachers will develop seating plans (Edulink) to best support learning and promote a positive learning culture in the classroom.

3.4 Maintaining a positive behaviour culture during lessons

Staff will circulate around their classes to provide student feedback, support students who require help and celebrate and reward student achievement & progress during the lessons. This also provides an informal way of redirecting off task students through one to one support conversations. Staff are asked to scaffold and provide one to one support for students where required.

Teachers are expected to …

- Be on time for lessons and greet each student positively as they arrive
- Plan a recall starter that all students can engage in on entry to the classroom
- Develop a seating plan that supports learning, and takes into account students' SEN and SEMH needs
- Plan for students with identified behaviour need using strategies outlined in their Pastoral Support Plan (PSP)
- Have well planned lessons that challenge students to learn required curriculum content
- Use positive language of instruction to develop a positive learning environment
- Focus on positive aspects of learning that take place in the lesson, consistently using praise and rewards.
- Ensure a safe and stimulating learning environment that encourages learning
- When dealing with inappropriate behaviour – depersonalise it and use re-engagement strategies
- Model and enforce the classroom code of conduct and the behaviour they wish to see
- Follow School policy when behaviour problems arise in the classroom and issue sanctions consistently
- Be proactive, repairing relationships using restorative practice
- Communicate with parents/carers and relevant staff when behaviour incidents take place
- Make reasonable adjustments for students with SEND and identified behaviour needs.

3.5 Teaching and Learning approaches to support positive behaviour

Creating a purposeful and positive learning environment is essential if students are to make rapid and sustained progress at School. Fewer incidents arise when teachers deliver well planned and engaging lessons.
Teachers are asked to consider the following when behaviour incidents arise:

- Are the learning objectives and activities set clear and accessible for all students?
- Are activities well-judged for students in the class? Do some students require scaffolding and additional support?
- Are students' achievements rewarded positively following the school's rewards policy?
- Are students' negative behaviours dealt with swiftly using the School's Behaviour Policy?

All teachers must follow the Elthorne Way-teaching and learning, to ensure that lessons are enjoyable and challenging and negative behaviour is dealt with quickly so that learning can resume.

4. POSITIVE BEHAVIOUR CULTURE - RESPONDING TO GOOD BEHAVIOUR

The school is committed to rewarding and celebrating students with good behaviour. This encourages repetition and communicates the school community's expectations and values to all students.

This section needs to be read in conjunction with the school's Rewards policy 2023.

We encourage our staff to regularly reward students in line with our school values and where they display positive behaviours that are caring, kind and supportive of other members of the school community.

Examples of rewards include:

- verbal praise in lessons and tutor time.
- communicating praise to parents via phone, letter or email.
- certificates, awards evenings and rewards assemblies.
- positions of responsibility including prefects and ambassadors to departments or school events.
- whole class or year group awards for specific values and school attribute traits.

Our staff are asked to use the strategies and procedures outlined in the 'Elthorne Way - Behaviour' for staff. See details in Appendix 7.

5. RESPONSE TO MISBEHAVIOUR, RE ENGAGEMENT & RESTORATIVE PRACTICE

5. 1 Responding to Misbehaviour

When a staff member becomes aware of misbehaviour , they should respond predictably, promptly, calmly but assertively to challenge the misbehaviour. The first priority is to ensure the safety of students and restore a calm environment.

We ask that staff respond in a consistent, fair and proportionate manner in line with school behaviour policy, so that students know with certainty that misbehaviour will always be addressed.

The aim is to restore a positive culture, a calm and safe environment in which students can learn.

Where appropriate, when responding staff should take account of contributing factors e.g. if the student has specific SEND needs, mental health concerns or specific personal circumstances and should adapt their approach accordingly.

5.2 Behaviour – re-engagement techniques
If behaviour incidents occur in lessons the School expects teachers to:

- Reinforce their high behaviour expectations with students
- Have clear routines to deal with behavioural disruption (see behaviour engagement techniques – Appendix 1)
- Apply rules and sanctions consistently and fairly
- Avoid confrontation
- Adopt a solution based response (re-engagement strategies)to ensure that students can quickly re-engage with learning

Student re-engagement strategies for staff techniques can be viewed at the back of the policy (Appendix 1).

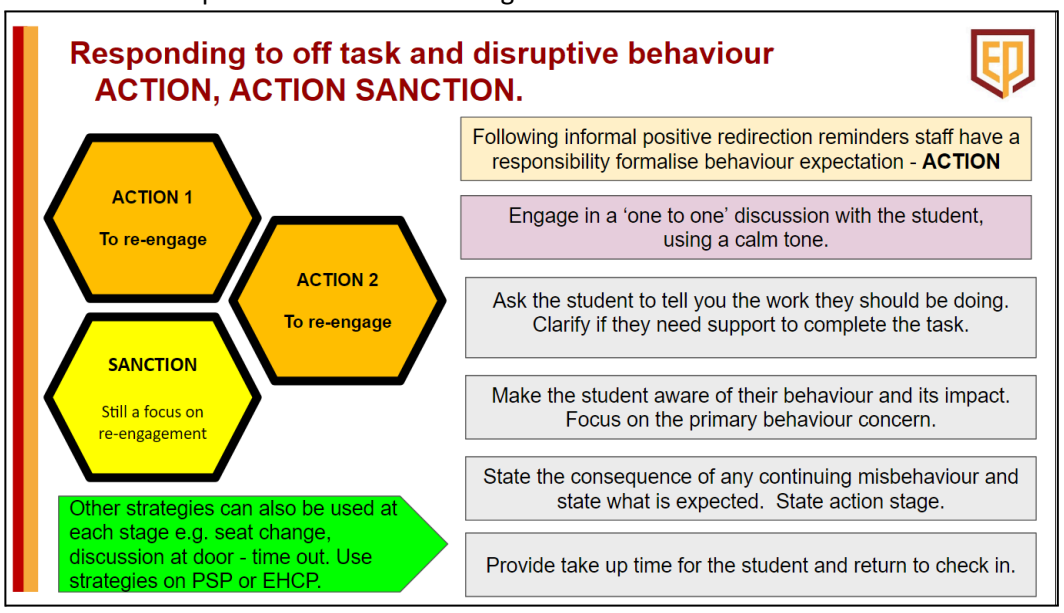
It is essential that all staff ***consistently apply*** actions outlined in the School's Behaviour Policy to ensure that all members of the School community have trust and confidence in its application and support of learning.

5.3 ACTION – ACTION – SANCTION - student re-engagement steps
Action-action-sanction is the whole-school 'in class' stepped process where re-direction or re-engagement is actioned by the teacher.

If a teacher identifies a student who is off task, misbehaving or stopping others learning, they need to initiate the 'Action-Action-Sanction' process. The teacher communicates with the student if they feel an intervention is needed to support the student making a positive change to alter their behaviour and or re-engage with work.
Although there will often be a need for verbal reminders/warnings prior to this, these do not constitute ACTIONS in isolation.

An ACTION involves a dialogue between the teacher and student, in which, an acknowledgement and agreement is made that there needs to be a change in behaviour.

The teacher will need to go through the following stages in a 'one to one' conversation with the student during which the student is required to reflect and change their behaviour:



In addition staff may request some additional interventions, for example - a group or seating change to support completion of the activity. Further examples of re-engagement strategy ACTIONS can be found in Appendix 1.

An ACTION could be recorded on the student's desk by use of the letter A but should not be in public view. Once an ACTION is given it remains in place and cannot be worked off.

Sanctions are only applied if after a second (different) ACTION is attempted and there is still insufficient engagement from the student. After a second action with no change to behaviour, the teacher must issue a L1 same day after school detention. (S1)

5.4 USE OF ON CALL Higher Level Behaviour Incidents - Persistent Behaviour Concerns - Safeguarding Concerns
High level behaviour incidents such as a fight, threat, discriminatory incident or persistent defiance towards a teacher's requests i.e. students refusing to follow ACTION requests made by the teacher; will prompt the need for 'on call'.

'On call' is triggered by the member of staff sending an email to the main reception requesting 'on call' support. On call will be attended by either senior members of staff and or pastoral support workers. On arrival, staff members must liaise with the attending member of staff to explain the reason for the on-call request.

The initial aim of 'on call' is to re-engage the student. The staff member supporting in discussion with the teacher may stay to support student's reintegration into the lesson (call in) or support removal (call out) from the lesson to work in the school's reflection room.

When a student is removed during an on-call request, work must be immediately provided by the teacher for completion in the reflection room. (E203) (Appendix 2) The teacher must also complete the electronic, 'on-call Student removal form' (accessible on the staff Intranet) On-call request - student removal from lesson

Subject to investigation, 'on call' may trigger a Level 2-4 detention or a higher level sanction (following investigation)

It is the responsibility of the teacher and subject leader to support the investigation of the incident and communicate with parents/carers & inform the Year Leader. (Appendix 2).

The member of staff is asked to organise a restorative meeting with the student, preferably before their next lesson.

Any student who receives two on-call requests in quick succession (in a single day/one week), will trigger a parental meeting with either a senior leader, Key Stage Leader or Year Leader (assistant Year Leader). Two on-call requests in a single day (subject to investigation) may also trigger a (next day) internal suspension.

EMERGENCY ON CALL - SAFEGUARDING SUPPORT

If a student is found or suspected to be in possession of drugs or illegal substances, a knife or any other weapon, on-call must be requested immediately and a member of the Senior Leadership team informed.

The reflection room, a classroom (E203) is staffed throughout the day by the PSW team where students who have been removed from lessons for investigation of high-level incidents can work and complete reflection incident forms away from the main body of the School (Appendix 2). Students are also required to then complete the classwork forwarded to the reflection room by their teacher.

Typically, the student would only remain in the reflection room for the remainder of their lesson to process the incident, unless there is need for further investigation, or Incident is deemed to be a higher level incident, in which case, Students may be required to remain in the reflection room supporting the school's investigation and working for the remainder of the day. This is not a sanction, but part of the investigation process and is in place to support timely sanction decisions being made following an incident investigation.

5.5 Restorative Meetings & Practice

Staff are asked to promote a culture of restorative practice throughout the school. Feelings such as empathy, sensitivity, consideration and respect cannot be taught through a system of rewards and sanctions alone, therefore we ask all staff to engage in restorative meetings with students following high level behaviour incidents, use of 'on call' or when persistent behaviour concerns arise.

Staff and Student - Restorative Meetings

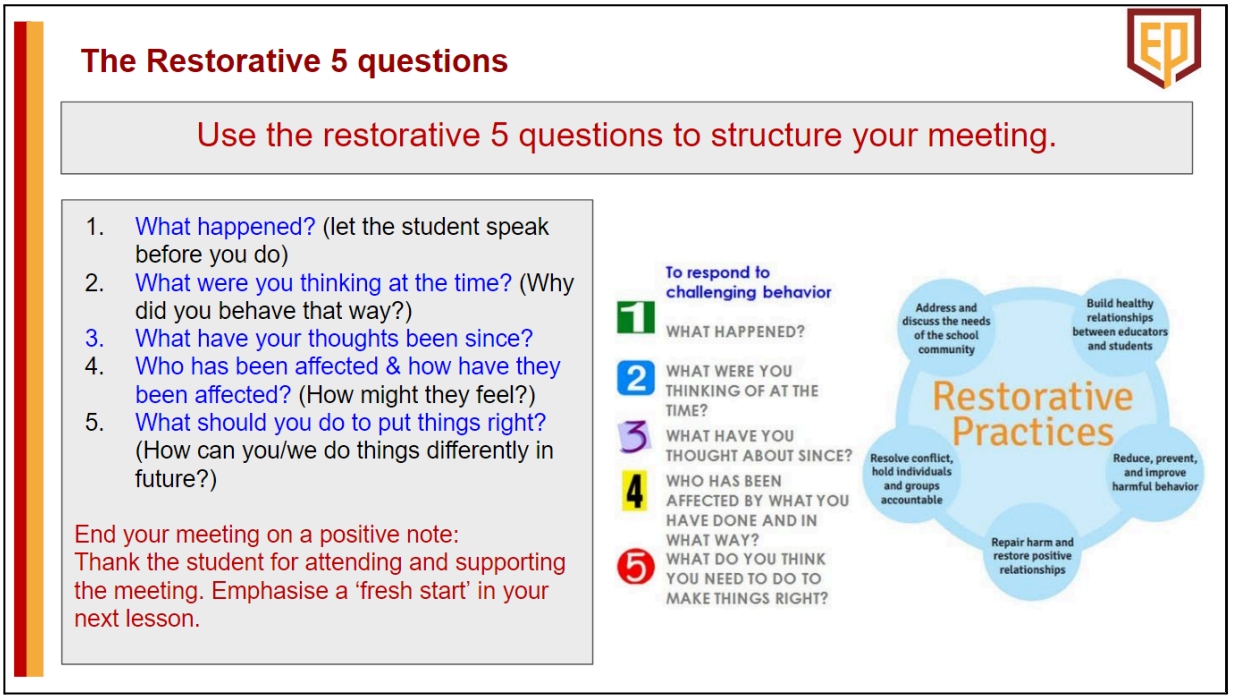
These practices ensure that emotional impact and student and staff feelings are considered as part of these discussions, the impact being taught to students by adults after a behaviour concern. This means feeling, and demonstrating, respect and empathy for those responsible, whilst also holding individuals to account for their actions.

Following the setting of a sanction, staff are encouraged to develop, maintain and where necessary repair relationships with students by engaging in restorative conversations. These practices enable students to redress the harm caused to others following an incident, particularly after bullying and serious behaviour incidents; and also help to foster an ethic of social responsibility.

Students with Staff - Restorative Meetings

Following serious bullying or behaviour incidents, restorative meetings are usually chaired by Key Stage Leaders, Year Leaders, Curriculum Leaders or Pastoral Support Workers. These are used to address issues of concern and improve relationships between peers and students with staff.

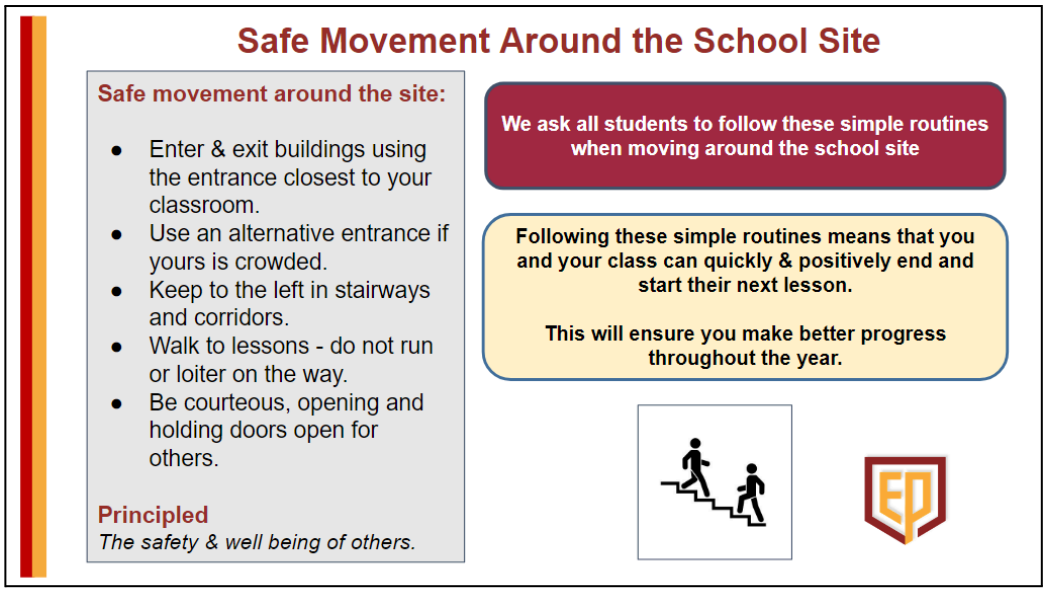
Staff are asked to use the following 5 key questions to structure their meetings:

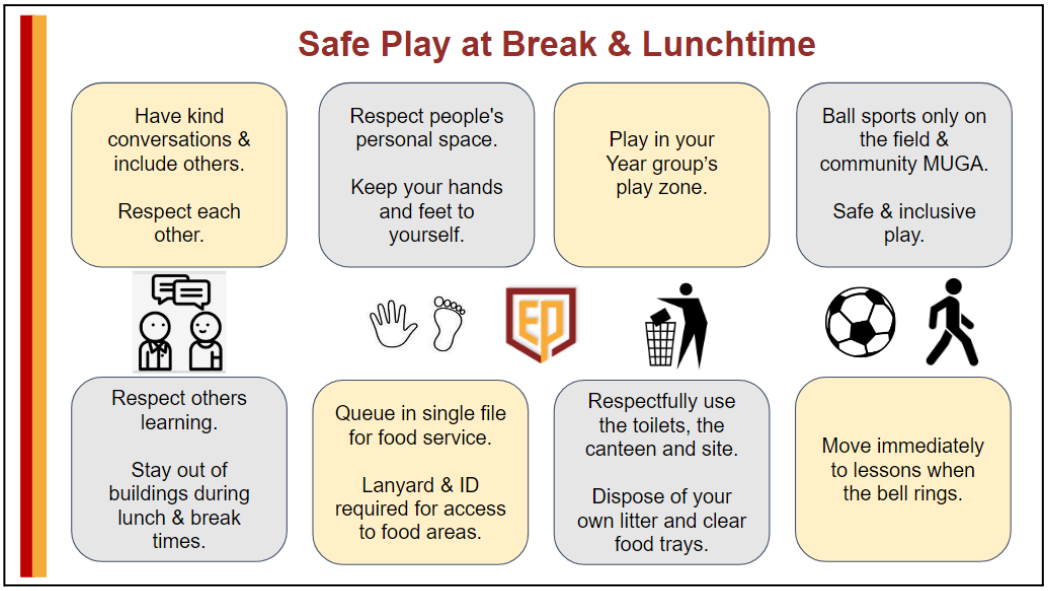


We encourage all students to attend these meetings to re-establish positive relationships with staff and other students. Students must be ready emotionally to attend these meetings, attendance is not considered compulsory but strongly advised.

5.6 Behaviour expectations around the school site

We ask students and staff to follow our movement and break and lunchtime codes to ensure that all members of the school community stay safe.





This information is shared with all students as part of our induction and in year expectations presentations with students. Staff on duty and circulating the site are asked to ensure these codes are being followed by students.

5.7 Behaviour incidents outside of Subject Lessons.
If misbehaviour takes place during tutor periods, PSHCE or around the school site, staff apply ACTION-ACTION-SANCTION stages to redirect the behaviour as per lessons. Follow up and support will be with the student's Year Leader or 'on call' if required.

For site related concerns, staff can issue an S3 detention (L1) detention for disrespecting the School community if the student does not respond to their intervention. Staff are asked to write a brief comment about what happened on SIMS behaviour.

Higher level incidents on the school site or in the local community will be discussed with Year Leaders and Key Stage Leaders to identify follow up actions & interventions required.

6. CONSEQUENCES & SANCTIONS

Sometimes a student's behaviour will be unacceptable and in such cases a sanction will be applied in line with the school's code of conduct. Students need to understand that there are consequences for their behaviour.

The school uses a range of different sanction that may use:

- verbal reprimand and redirection
- detention
- written tasks to account for and reflect on a behaviour
- loss of privileges
- school based community service
- regular reporting in relation to an area of behaviour concern.

6.1 Detention System

The School runs a centralised 'same day' end of the school detention system. Detentions are issued when a student breaches the School's code of conduct. In addition, 'late to school' detentions are also the same day, but take place at lunchtime run by the Senior Leadership team.

Detentions - Students with Specific Identified Special Educational Needs

On a termly basis, the School's SENDCO meets with Senior Leaders with responsibilities for Behaviour/Inclusion to identify students with specific Special Educational Needs who may need amendments to the typical and sanction processes such as alternative locations or time. Parents/carers will be notified by the School's SENDCO or Behaviour/Inclusion leads if their child is included in this specific group.

The school runs a progressive detention system that provides a fair and proportionate sanction in relation to different behaviours.

The School's Detention System

Level	Type of sanction	Day	Duration
Late to school	Same day	Daily	20 minutes
L1	Same day	Daily	30 minutes
L2	Same day	Daily	40 minutes
L3	SLT	Once a week	60 minutes
L4	Headteachers	Once a week	90 minutes
L5	Suspension	Failure to attend L4 detention	1 day

Parents receive a same day text notification on the afternoon of their child's detention.

- Lunchtime 'late to school' detentions take place in C101.
- Detentions take place in computer rooms (see circulated room timetable) to enable students to access Show My Homework and engage in set learning tasks.
- During a detention students are required to work in silence completing set either homework/work and or silent reading.
- Students must arrive at their detention with work to complete (or Show My Homework – home learning tasks) and a reading book.

6.2 Detention Levels

Detentions are progressive and issued in relation to the seriousness and level of the behaviour concern.
Failure to attend a detention at one level leads to a next level referral.
A student may however, be issued an immediate higher level detention for a high level misdemeanour.

Although not limited by, a list of consequences relating to detention can be found in Appendix 3. The final decision on the detention level being set is at the discretion of the Headteacher.

Level 1 detention

This is a same day after school detention (30 mins), set either for lateness to lessons, a behaviour concern, failure to submit/complete homework, pastoral concern, etc. as listed in the school's detention level table.
A level 1 detention adds 1 behaviour point to a student's behaviour record. Students who receive more than one, level 1 detention in a day, automatically sit a L2 (40 mins) detention on the same day.

If a student does not follow expectations in detention, the teacher can extend a L1 to a L2 detention **OR** ask the student to re-sit the detention at the next level the following day/cycle.

Level 2 detention
Students who fail to complete their Level 1 detention will sit a Level 2 or next level detention the following day. Middle leaders can also set L2 detentions for mid-level incidents. All L2 detentions are 40 minutes long and carry 2 behaviour points.

Level 3 detention – Senior Leadership Team detention
This is a once weekly 60 minute detention run by members of the Senior Leadership Team on Monday at 3.10pm. A level 3 detention is issued when:

- Students fail to attend a Level 2 detention.
- There is a higher level breach of the School's code of conduct, including truancy.

Level 4 detention – Headteacher detention
This is a once weekly detention (90 minutes) run by the Headteacher on Friday at 3.10pm. A Level 4 detention is issued when:

- Students fail to attend a Level 3 detention
- There are higher level breaches of the School's code of conduct
- Students fail to attend a Level 3 detention they may have to repeat the detention the following week

Students are required to report to the main reception area for their detention.

Level 5 – Internal suspension
A student who fails to attend a Level 4 Headteacher detention may receive a next day internal suspension in the School's inclusion room. Persistent failure to attend a L4 detention may result in an extended period of external suspension.
Level 3+ sanctions need to be approved by the KSL and or linked SLT member attached to that key stage.
Staff are not permitted to set blanket 'whole class' detentions. Individual students will be issued a detention as a sanction for their individual breach of the School's Behaviour Policy/code of conduct.

Please see Appendix 3 and 5 for more detailed information about the detention process.

6.3 Lateness to School - Detention
We expect all students to be punctual for school each day. If a student arrives at their tutor room after 8.45am they will be marked as 'late' to school and will receive a same day lunchtime detention (20 mins)

If a student is persistently late in a week (2 or more lates in one week) the Year Leader can request that an additional L3 detention is issued to the student; in such cases the Year Leader will meet with parents to develop a Punctuality Improvement Plan.

6.4 Non-completion of Home Learning
If students do not submit home learning on time or submit incomplete home learning, they will be issued with a 'first chance' notification. This will be logged on SIMS by the subject teacher. A 'first chance notification' will only be used once by the subject teacher for the first homework concern in that subject area, each half term.

A second missed piece of homework in that subject area will be sanctioned with a L1 detention.

Persistent Home learning (HL) concerns
If a student accumulates six L1 detentions (across all subject areas) for non-completion of home learning (HL) in the same half term, they will not be set any further L1 detentions and will move into weekly (compulsory) HL club with the Year Leader.

The Year Leader can remove students from the HL club register if they demonstrate 100% completion of home learning over the course of a school week.

At the beginning of each half term, students have a 'clean slate' and the process begins again providing an opportunity for each student to demonstrate independent home learning completion and submission; unless the YL decides that a student should remain in weekly (compulsory) HL club.

Teachers will be expected to update their SMHW gradebooks each week so that YLs can monitor students' progress with HL completion.

6.5 Detention Procedures

Issuing and Recording a Detention

Staff are required to verbally inform the student of their detention and the reason why.
Please record your detention on SIMS using the correct drop down to add the reason for the detention. For bullying incidents, use the additional drop down to log as a bullying incident.

Staff escorting students to detention

Students will be reminded of their detention by their period 5 teacher (email to all staff) and are expected to wait after the lesson to be escorted to an assigned room.
It remains~~, however,~~ the responsibility of the student to attend their set detentions.

Informing parents/carers of set detentions

Parents/carers will be informed of set detentions by email or text on the same day of the detention.
Parents/carers will also be emailed if their child has a weekly L3 (SLT) or L4 (Headteacher detention).
If a student is late to School, parents/carers will receive an email informing them of their child's late arrival to school. The email will state the reason why the detention was given.

It is the responsibility of parents/carers to inform the School in writing of changes to personal details such as email and telephone/mobile numbers.

Detention clashes

A higher level detention (Level 3 or 4) takes priority over a lower level detention (Level 1 or 2). Students must attend their higher level detention in such circumstances.

Parental queries regarding detention

If a parent has a query regarding the reason for a set detention, they must communicate directly with the member of staff who set their child's detention. General enquiries need to be forwarded to the School's detention administrator Kcrossman@ephs.ealing.sch.uk

Detentions & behaviour points

Tutors receive a weekly cumulative report summarising credit totals, behaviour points, punctuality and attendance rates of each student in their form class. This information is to support discussion and intervention to foster improvement.

Behaviour point thresholds (see Appendix 5) trigger communication with parents/carers, (initiated by year leaders and their tutors) differing levels of support and monitoring for students.

Mentoring by pastoral support workers (PSW)

At specific threshold levels, students will also be raised at the School's fortnightly student forum/panel meeting by their Year Leader to consider further support as part of a pastoral support plan. This may include attendance at mentoring sessions with their PSW to address the area of concern. In such cases, parents will be notified by the Year Leader or PSW.

Actions relating to thresholds are implemented by the Year Leader and Key Stage Leader.

Persistent accumulation of behaviour points may also result in the removal of specific privileges such as representing the School, attending trips and use of sports facilities during break and lunchtime.

6.6 Community Service

Community service is used by the School as part of the School's sanction process. A student may be asked to engage in a community service activity such as litter picking, tidying a classroom, tidying the dining hall tables as part of or in place of a centralised detention. Community service may be used by the school in place of a detention.

6.7 Restorative Meetings & Practices - meeting a student during an allocated detention
Staff are permitted to collect and meet with a student during their detention to complete a restorative meeting.

7. SUSPENSION & PERMANENT EXCLUSION

The Headteacher can use suspension or permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions or interventions.

This section outlines the School's procedures in relation to suspension (internal and external) permanent exclusion. It also outlines strategies used by the school to try to reduce suspension and exclusion.

The School follows national and local authority guidance in relation to its procedure for exclusion including:

- Behaviour in schools (DfE September 2022)
- ~~Suspension and permanent exclusion from maintained schools. (DfE January 2022~~) (DfE January 2022) Suspension and exclusion guidance (DfE September 2023)
- The Equality Act 2010
- Childrens and Families Act 2014
- Special educational needs and disability code of practice 0 - 25 years old. (DfE January 2015)
- Keeping Children Safe in Education (DfE September 2023)
- Education Act 2002/11
- Education & Inspections Act 2006
- Exclusions Guidance - LB Ealing 2023 - Ealing grid for learning.

7.1 Exclusion Types
The School uses three types of fixed term exclusion and also internal exclusion in its on-site inclusion room facility. The three types of fixed term exclusion are:

- **Exclusion** – subject to appeal, the student will not return to the School
- **Suspension external** (at home) - this is a temporary suspension from school of between 1 and 45 School days in length. No student may be excluded for more than a total of 45 School days in any one academic year. Alternative provision is made on the sixth day of suspension.
- **Suspension internal** (in school) - this is a temporary suspension period in School - under supervision - as an alternative to external suspension which takes place at home.
- **Lunchtime suspension** - this is a form of fixed-term exclusion where the student is excluded from the School premises for one or more lunchtimes

The school will ensure that work is set and marked during a suspension period and for the first 5 days of a permanent exclusion.

7.2 Exclusion Decisions
Only the Headteacher can suspend or exclude a student on disciplinary grounds. When establishing the facts in relation to a suspension of exclusion the Headteacher must apply a civil standard of proof 'on the balance of probabilities' it is more likely than not that a fact is true.

A decision to permanently exclude a student will only be taken in response to a serious breach or breaches of the School's Behaviour Policy e.g. in response to persistent poor behaviour **and** if allowing the student to remain in the School would seriously harm the education or welfare of a student or others in the School.

In most cases exclusion will only be used as a final step when a wide range of other strategies have been tried and failed. It is an acknowledgement by the School that it has exhausted all appropriate strategies for dealing with the student.

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying a knife or weapon

The School follows Local Authority guidance regarding procedure for students who have been permanently excluded (see Ealing Schools Exclusion Procedures available on the Ealing Grid for Learning 2023)

7.3 Notification of Exclusion

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the student should be reinstated.

Where an exclusion is cancelled:

- The headteacher must notify the parents, the governing board, the LA any external support (i.e. student's social worker), with details for the cancellation.
- The governing board's duty to consider reinstatement ceases (no requirement for a meeting to consider reinstatement).
- Parents (or allocated social worker and or child looked after) will be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled.
- The student must be allowed back into the school from which they were excluded with immediate effect.
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the student has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

7.4 Notification of Exclusion

The school will notify parents and external agencies as follows once an exclusion has been agreed:

- **Parents** - without delay and no longer than three after the decision, notify parents
- **If a student has a social worker or is looked after** - without delay and no longer than three days after the decision, notify the social worker of the Virtual School Head as applicable
- **The London Borough of Ealing exclusions team** - without delay and no longer than three days after the decision.

Once a suspension has begun, the Headteacher cannot bring it to an end earlier than the end date that was originally fixed; similarly the Headteacher cannot bring a permanent exclusion to an end after it has begun.

7.5 Duties under the Equality Act 2010 and Children & Families Act 2014

The school is aware of its duties under the Equality Act 2010, 'schools must not discriminate against, harass, or victimise students because of: sex; race; disability; religion or belief; sexual orientation; pregnancy/maternity or gender reassignment.

The school will ensure it fulfils its duty to make reasonable adjustments for SEND students. As a school we understand our duty not to treat a student unfavourably because of something that arises as a consequence of their disability, save where it is a proportionate means of achieving a legitimate aim.

When considering behaviour sanctions and exclusion we will consider and respond to SEND students differently, especially students who can't regulate their behaviour in the same way because of their condition e.g. autism or ADHD.

For disabled children, this includes a duty of care to make reasonable adjustments to any provision, criterion or practice which puts them at a substantial disadvantage and the provision of auxiliary aids and services.'

These duties are complied with when deciding whether to exclude a student. The school also ensures that any provision, criterion or practice does not discriminate against students by unfairly increasing their risk of exclusion.

The Governing Body must also comply with their statutory duties in relation to SEND when administering an exclusion including using their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEND and having regard to the SEN Code of Practice.

The School is aware of the high national exclusion rates of specific student groups: those with SEND, eligible for free School meals and students from specific ethnic groups. The School will endeavour to put in place early intervention for all students at risk of exclusion and permanent exclusion. The Headteacher will take into account each student's specific needs when making a decision to exclude. Other than in exceptional circumstances the School will avoid permanently excluding a student with an EHC Plan.

7.6 Managed Moves & Alternative Provision
If appropriate for the student's and School's needs, the Headteacher may consider supporting a parental request for a managed move to another high School. The School follows the Local Authority protocol for managed moves. (Ealing Managed Move Protocol 2023)

A managed move will only be offered as a permanent transfer and only when the student has been attending the proposed new school under an off site direction and a review of that has established that the student has settled well into the new school on a permanent basis. Managed moves should be permanent and agreed by all parties involved including parents, the local authority and new school.

A managed move to another School or alternative provision may be considered by the Headteacher as part of the student support process, but will not be used as an alternative to permanent exclusion.

7.7 Suspensions
The law allows the Headteacher to suspend a student for up to 45 days in a School year. The majority of suspensions used by the School are for short time periods of between 1 to 3 days.

Days 1 to 5:
During the initial period of up to five School days, the parents/carers of the suspended student must ensure that he or she is not present in a public place during normal School hours without reasonable justification. The School will provide students with work to complete at home.

The School must ensure that work is set for the student to complete during the first five School days of the suspension and that it is marked.

Day 6
For the subsequent days after day 5, alternative provision will be made for the student (off site) to complete the remaining period of their suspension. The student will be set work and will be supervised by a member of staff.

7.8 Suspension - reintegration meetings
Following a suspension, parents/carers and the suspended student are required to attend a reintegration meeting with their Year Leader and Key Stage Leader.
At the meeting the following will be discussed:

- Student support requirements
- Monitoring requirements
- Review of Special Education Needs
- Development or review of Pastoral support plan (PSP)

7.9 Lunchtime suspension
Students whose behaviour is disruptive at lunchtime may be suspended from the School premises for the duration of the lunchtime period; this is counted as one half of a school day's suspension period.

7.10 Internal Suspension
Internal suspension may be used as an alternative to a suspension at home. Students will be set work whilst supervised by staff in the School's inclusion unit. The student will complete work set by subject staff and will engage in mentoring activities with their Pastoral Support Worker at the end of the normal school day.

The School views internal suspension as having the same importance and weighting as suspensions completed at home. See the 'support and action stages for students at risk of exclusion from school' in Appendix 6.

High Level Incidents that may trigger a suspension
Examples of incidents that may trigger an internal or fixed term exclusion are contained in Appendix 4.

7.11 Suspensions
Any incident warranting a suspension will be reviewed by the student's Key Stage Leader and/or Assistant Headteacher - behaviour and attitudes. Pastoral recommendations will then be forwarded to the Headteacher for final consideration. A list of incidents that may lead to suspension and exclusion can be found in the table below with further details in Appendix 4.

Incident	Recommended Suspension Period
● Fight or assault on another student ● Verbal abuse or threatening another student ● Bullying following warnings set out in the School's anti bullying policy ● Racist abuse ● Homophobic abuse ● Sexual misconduct* ● Drug or alcohol related incident – lower level ● Damage or abuse of School property ● Theft of School property ● Persistent disruptive or defiant behaviour ● Repeated smoking or vaping on school site ● Rude and abusive behaviour towards staff ● Failure to attend a Level 4 – Headteacher detention ● Deliberate defiance ● Disrupting School investigations.	**1 – 5 days**. However in extreme circumstances the School can use fixed term exclusion for a period up to 45 days and in serious cases may consider permanent exclusion.

* **Sexual misconduct** broadly refers to both consensual and unwelcome (sexual harassment) student behaviour of a sexual nature. Examples may include inappropriate sexual language directed towards another student, sexual advances, inappropriate touching or exposure, electronic sexual communication and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual misconduct including electronic communication of a sexual nature that impacts on a student's welfare at school will be reported to the School's Safety Officer for follow up action.

7.12 Recording and Reporting suspensions and exclusions
Recording
All suspensions and exclusions will be logged on the School's SIMS exclusion module. Exclusion reports will be shared with the Governing Body and the LA on a regular basis.
Year Leaders need to ensure that all paperwork relating to a suspension is added as a linked document on SIMs.

Reporting
Pastoral leaders engage in regular analysis of suspension and exclusion data and related intervention support for students and student groups. The governing body will review school suspension and exclusion and off roll data including those students attending off site provision.

7.13 Cumulative Suspension and Formal Warnings – Students at Risk of Exclusion.
A first suspension after a cumulative total of 15 days' fixed term exclusion (fixed term or internal exclusion days combined), may prompt a formal warning from the Headteacher informing parents that their child is at risk of

exclusion. If a student receives another suspension (internal or fixed term) after this warning, it may result in the student being excluded from School.

A serious 'one off' incident can lead to a student progressing to a formal warning stage or consideration of exclusion from the School (Appendix 6).

7.14 Recognition of behaviour improvement – students at risk of exclusion.
The School will recognise and reward students who show sustained improvement with their behaviour.

If a student successfully improves their behaviour during an academic year, following a recommendation from their Year Leader or Key Stage Leader, they may be moved down an exclusion stage. This will be logged on SIMS and parents informed by letter.

7.15 Alternative Provision - direction to off-site provision for the improvement of behaviour
Where appropriate the School may direct a student off-site as a temporary measure to improve the student's behaviour, following the procedures outlined in 29a Education Act 2002, particularly when an individual is at risk of exclusion. Off-site provision will only be used where in school interventions have been unsuccessful or deemed inappropriate. It is used as a way to improve behaviour not as a sanction or punishment for misconduct. The student will remain on roll at Elthorne Park High School during the prescribed period that the student is attending the off-site provision. Parental consent is not required in order for the School to direct a student off-site under this provision.

7.16 Other guidance relating to exclusions and support for students at risk of permanent exclusion:
Exclusion may be considered for either a 'one off' serious high level behaviour incident (see above) or for a 'final straw' incident following a period of continuous or persistent disruptive behaviours.

7.17 Pupils with disabilities and Special Educational Needs including those with Education, Health Care Plans (EHCPs)
The Equality Act 2010 requires schools to make reasonable adjustments for disabled students. This duty in principle applies to both suspensions and permanent exclusion processes and to the disciplinary sanctions imposed. Under the childrens and families Act 2014, governing boards must use their 'best endeavours' to ensure the appropriate special educational provision is made for students with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

At Elthorne Park High School, we engage proactively with parents in supporting the behaviour of students with additional needs. Where the school has concerns about the behaviour of a student with additional needs, a disability or EHC plan, we will work in partnership with parents and others supporting the child to consider what additional support or alternative placement may be required to avoid the further risk or suspension of exclusion.

The school will contact the local authority and request an early annual review of any child with an EHC plan at risk of exclusion.

7.18 Pupils who have a social worker or looked after children
Where a child has a social worker e.g. Child in Need (CIN) or Child Protection plan (CPP) or is a Looked After Child (LAC) and they are at risk of suspension or exclusion, the school will inform their social worker and the student's parents. The social worker and parents will also be informed of suspensions and exclusions and invited to attend or send representation to governor exclusion panels or independent review panel meetings.

Looked after children and those with a Personal Education Plan (PEP) . If appropriate, behaviour and exclusion risk and support will be discussed at PEP review.

7.19 Governing Body exclusion review meetings and Independent panel meetings
The Governing Body follows guidance and protocol for exclusion review meetings and independent panel review meetings as outlined in Suspension and Permanent Exclusion Guidance (DfE 2022) and related guidance from the London Borough of Ealing exclusion guidance (2023).

8. PREVENTATIVE MEASURES TO SUPPORT STUDENT BEHAVIOUR

8.1 Types of Support

The school will discuss with parents any measures relevant to each student's individual needs to try to reduce the likelihood of a student being suspended or excluded from school. The School will consider the most appropriate support to address each student's needs.

Some of the interventions that can be considered include:

- Student screening: i.e. Lucid (learning strengths and weaknesses) Boxall profile assessment for students with behaviour and social and emotional difficulties
- Establishing behaviour support and or pastoral support plans.
- SEN assessment and support
- Amended curriculum
- Alternative provision
- Restorative meetings and restorative approaches
- Mentoring (individual or group) by pastoral support workers and or tutors
- Use of external professionals and groups.
- LA behaviour team
- Educational Psychologist
- School counsellor
- Managed move to another High school
- Alternative curriculum provision (in consultation with Subject Leaders)
- School Safety Officer intervention
- Liaison with social care professionals such as the SAFE team, Young Offenders Team, Child and Adolescent Mental Health Services, Parenting Programmes, External mentoring provision, Social Services, Alcohol and Drugs support.

Discussion around interventions appropriate for each student take place at school forum meetings for each year group. These meetings are attended by Year Leaders, Key Stage Leaders, SENDCO (as required) and the senior leaders with responsibility for Behaviour/Inclusion.

Where there are concerns about behaviour, students will be raised at the School's fortnightly student forum meetings. The group will consider appropriate assessment, support and external agency involvement for the student and family.

Students with identified SEND concerns will be placed on the School's SEN register at the appropriate stage.

8.2 Support for students with behaviour needs

The School will work closely with parents/carers to support students who experience difficulties with their behaviour. When incidents of poor behaviour arise, the School will consider and take into account each student's individual needs.

How are behaviour needs identified?

Students' behaviour and SEMH concerns can be communicated in the following ways:

- Direct staff referral, following repeated behaviour concerns or barriers to learning
- Referral or report from parents/carers
- Referral or report from the student's previous school or external agencies
- A trigger incident such as a child protection referral or exclusion
- Feedback in relation to a student's failure to respond to allocated support.

Referrals will be discussed at the School's student forum/panel meetings to allocate appropriate support.

8.4 Allocation of support and review of student progress

Student support will be allocated and reviewed at one of the following meetings:

- Student Forum meetings (fortnightly) – where behaviour concerns are based around social and emotional needs

- SENplan meetings (termly) – where the source of the behaviour concern is based around a learning or physical need

Deputy Headteacher with responsibilities for Inclusion and SENDCo panel runs each term. The panel will review and amend their programme of support.

8.5 Behaviour Support Plans

Students with identified behaviour & SEND needs will be assessed and may be added to the School's Special Educational Needs register by the School's SENDCO.

A support plan will be developed, outlining strategies to support the student's needs. A Behaviour contract or Pastoral Support Plan (PSP) for students with behaviour needs will be developed. Support plans will be shared with parents/carers, students and staff at the School. Pastoral Support Plan template

The student's Year Leader and the School's SENDCO will contact parents/carers to set up periodic reviews of support plans.

8.6 Behaviour Incidents involving students with Behaviour Support Plans and SEND

As part of behaviour incident investigations and sanction recommendations, the School will take into account and consider the special educational needs and support plans of each student.

9. ADDITIONAL BEHAVIOUR PROCEDURES & ROUTINES

9.1 School uniform breaches

Students are required to attend School wearing full School uniform (with shirts/blouse tucked in) and a lanyard with ID card. Tutors and subject staff carry out daily uniform checks at the start of tutor time, during lessons and when students enter the canteen.

If a parent has a genuine reason (financial or medical) for their child being out of uniform, a note must be forwarded to the Tutor and Year Leader explaining why they are out of uniform. A medical certificate is required if there is a sustained medical reason for them being out of uniform. In this instance, a time limited 'permission to be out of uniform' slip will be issued.

Any student without a valid reason will be sent by the tutor with a note to their Year Leader's office to be issued an 'out of uniform slip' by either the Year Leader, Assistant Year Leader or PSW. Parents will be contacted to ensure the student is back in full school uniform as soon as possible. This may involve making use of the school's supply of uniform. Parents may also be asked to drop off correct uniform items to the school reception for their child.

Students out of uniform without a valid reason or inappropriately worn (untucked shirt/blouse, in appropriate skirt/length) will receive an **N1 uniform concern.** Persistent breaches of the uniform policy (2 or more notifications in one week), will result in the setting of **a pastoral detention,** (L1 detention code DA3) and the tutor or Year Leader is required to communicate or meet with parents.

Notifications or detentions can be set by tutors or subject staff If a student arrives at sessions out of uniform without a permission slip during the school day.

Sixth form students must adhere to the Sixth Form dress code, failure to do so will mean the student is referred to the Head of Sixth Form by their tutor and will be sent home to change into appropriate clothing.

9.2 Jewellery and make-up – breaches of policy

Jewellery not permitted by the school's uniform policy will need to be removed and handed to Year leaders for safe keeping. A notification will be issued by the tutor and detention set for persistent breaches. Further information can be found in the Uniform Policy. Confiscated items will only be returned following completion of the Level 1 detention.

Only discreet make-up can be worn to School. Students wearing excessive make-up, will be required to remove their make-up and a uniform notification will be issued by the student's tutor.

9.3 Equipment breaches

Students are required to bring the following equipment to School each day:

- lesson appropriate exercise and text books
- full stationery equipment in a pencil case (see parent/carer handbook)

Tutors will carry out weekly checks to ensure students are fully equipped, if a student does not possess the relevant equipment they will receive an N1 notification which tutors monitor weekly to offer support. Persistent equipment issues could however result in the setting of a pastoral detention (S4).

9.4 Mobile phones and electronic items (earpods and headphones)

The School recommends that students do not bring mobile phones to School. Should students bring their mobile phone to School, it is under the following strict conditions:

- Mobile phones must be switched off and out of sight kept in student bags during the School day whilst on School premises; this also applies to break and lunch time
- Mobiles are only permitted to be used by students once they have left the School site
- The School accepts no responsibility for replacing lost, stolen or damaged mobile phones
- Sixth form students are permitted to use mobile telephones in School but only in the designated areas of the sixth form common room and the sixth form café area or when given express permission in lessons

Students using mobile phones or wearing earbuds or headphones will have them confiscated and forwarded to their Year Leader; students will be issued a Level 1 detention (S2 code) by the confiscating member of staff.

Mobile phones will be returned at the end of the school day from the Year office, following student attendance at their Level 1 detention. Persistent failure to comply with the mobile phone policy may result in phones being held for a longer period of time and/or an increased sanction.

Students may only be given permission to use mobile phones/headphones by their teacher in some lessons i.e. Music lessons or MFL lessons where listening activities take place or Sixth form lessons. Teachers must give express permission to students in these circumstances.

Videoing of students or staff is a serious breach of the School's behaviour & child protection and safeguarding policies. Any student found to have carried out such actions will be issued a high level sanction.

All mobile phones and computer devices e.g. watches and similar devices must be handed in to the examinations officer at the start of public and internal examinations. Should a student be found in possession of a mobile telephone in an examination (public or internal) it will result in them being disqualified from the examination and possibly from other examinations relating to the same examination board.

9.5 Smoking and Vaping

Smoking of cigarettes, E-cigarettes or vaping by students is not permitted on or off the School site.

Any student caught smoking or vaping on or off site in School uniform will be reported immediately to their Year Leader and the incident must be logged on SIMS behaviour by the reporting member of staff. Following an investigation, a student may be sanctioned using either internal or external suspension. (Appendix 4).

Staff are required to confiscate cigarettes, vapes and lighters and dispose of these items. Parents/carers will be informed and asked to attend a meeting with their child's Year Leader. Students will be referred for support to help them stop smoking or vaping.

9.6 Graffiti and Damage to School Property
We expect all students to respect the School's buildings and property. Students who damage School buildings or property will be issued with an appropriate sanction proportionate to the incident. Students will be required to remove and clean the graffiti (community service)clear litter and or rectify the damage.

Parents/carers will be invoiced by the finance department for the full cost of property replacement/repair and labour costs. Staff reporting, will log the incident on SIMS behaviour management.

It is an offence under the law to set off a fire alarm falsely or interfere with fire safety equipment such as fire extinguishers. To do so can cause serious injury or death to people using the building. Any student setting off the fire alarm when there is no fire or other emergency or interfering with or damaging fire safety equipment will be subject to disciplinary penalties, may be vulnerable to exclusion and may also be subject to criminal prosecution and subject to a fine.

9.7 Littering
Students are required to respect the school environment and use the bins and recycling facilities provided around the School site. Staff are required to challenge students who drop litter. Students who drop litter will be issued a level 1 detention and may also be asked to engage in a community service activity (litter picking) supervised by their Year Leader.

9.8 Chewing Gum
Students are not permitted to bring chewing gum to School. If a student is caught chewing gum in School, they will be issued with a warning and the chewing gum will be confiscated and disposed of by the reporting member of staff.

9.9 Corridors, movement between lessons and use of toilets
Students are required to move quietly, safely and sensibly as they move along corridors and around the site. There is an expectation that students will walk on the left in the corridors and on the stairs for the purpose of health and safety. Students must not loiter between lessons. Students who fail to comply with these expectations may be issued with an L1 detention (S3) 'disrespecting the School community.'

Students are not permitted to use the toilets (unless essential) and water fountains during lesson times. In essential circumstances staff will issue a note for access to the toilet.

9.10 Ball sports
Students are permitted to play ball sports (football and basketball) in the designated areas – the field, MUGA cages and basketball court at lunchtime. Students are not permitted to play football on the main School site as lessons will be taking place. Small soft tennis balls may be used for patball, in safe walled areas away from windows and doors.

9.11 Truancy
The health and safety of our students is of paramount importance. It is the duty of all staff to challenge any student moving around the School site during lesson time. Students without a note permitting them to be out of lessons must be escorted back to their lesson by the intercepting member of staff. In cases of internal truancy, 'call-out' must be used.

Truancy is a serious health and safety concern and is considered by the School to be any deliberate action leading to non-attendance to School or lessons (Appendix 4). Year Leaders will issue a Level 3 detention and parents will be required to attend a meeting at school. Repeated cases of truancy will lead to higher-level internal suspension and loss of privileges.

9.12 Behaviour outside of school premises (anti social behaviour) and travelling to and from school
At the end of the school day, unless attending a supervised club or activity, students are required to go straight home and change out of their school uniform. Students are not permitted to play or engage in unsupervised activities in the MUGA, School fields or park area after school in school uniform.

We expect all students to behave in a safe and respectful manner in the local community. Anti-social behaviour in the local community will be actioned in line with the whole school behaviour policy. Students may be sanctioned for misbehaviour outside of the school premises (including online): when travelling to and from school, when or representing or participating in events, activities or trips outside of school, when wearing school uniform or when in some way identifiable as a student at the school.

Students who misbehave or display anti-social behaviour in the local community (including online) or bring the school into disrepute will be sanctioned in line with school policy. Criminal behaviour will be reported to the School Safety officer.

10. ANTI-BULLYING PROCEDURES

10.1 Bullying

Bullying (in person or online) or harassment in any form will not be tolerated at Elthorne Park High School. The emotional distress caused by bullying can prejudice school achievement, lead to truancy and in extreme cases suicide.

We ask that all incidents of bullying are reported immediately to a member of staff. All incidents of bullying will be logged on the SIMS behaviour management (bullying log) by the referring member of staff. Reported incidents will be investigated by the students' Year Leader/Key Stage Leader. Feedback will be provided to parents/carers by their child's Year Leader.

Bullying incidents will be sanctioned in line with the School's Behaviour and Anti-Bullying policies 2023.
Victims of bullying will have the opportunity to engage in restorative meetings led by the Year Leader or a member of the pastoral team.

10.2Anti-Bullying Policy

EPHS has a discrete Anti-Bullying Policy. The policy outlines procedures for dealing with:

- Racist Incidents
- Homophobic incidents
- Sexual harassment
- Other forms of bullying - including online bullying.

The School's anti-bullying policy can be accessed on the School's website. Students need to be aware of and must adhere to the following:

- Social media policy
- IT use policy & IT student agreement
- E-safety policy

The School records and investigates all bullying, racism, homophobia or sexual harassment. Parents/carers (victim and perpetrator) will be informed of all reported bullying incidents.

The School monitors bullying and racist, racist, homophobic and sexist incidents. Annual reports are produced for the Governing Body and Local Authority to monitor the pattern and frequency of bullying and racist and xenophobic incidents.

11. USE OR REASONABLE FORCE & SEARCHING - SCREENING & CONFISCATION

11.1 Use of reasonable force

Staff at the School have a legal power to use 'reasonable force.' The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students. 'Reasonable' means using no more force than is necessary. Force is usually used to control or restrain a student.

Control means either passive physical contact such as standing between two students or active physical contact such as leading a student out of a classroom by the arm. Restraint means to hold back a student physically or to bring a student under control, for example in extreme situations when two students are fighting and need to be separated.

Reasonable force may be used by staff to prevent students from hurting themselves or others, from damaging property, or from causing disorder.
Use of force must always be proportionate, meaning no more than is necessary to achieve the objective. Staff will always try to use alternative methods before reasonable force if considered.

Staff at the School may use reasonable force in circumstance such as:

- Guiding a student to safety
- Breaking up a fight or to prevent a student from attacking a member of staff
- Removing a disruptive student from the classroom where they have refused to follow an instruction to do so or in situations where they pose a risk to other students
- Preventing a student from behaving in a way that disrupts a School event, trip or visit
- Preventing a student from leaving the classroom where allowing the student to leave, would risk their safety or lead to behaviour that disrupts the behaviour of others
- Restraining a student at risk of harming themselves or others through physical outbursts

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. There is a legal duty for staff to make reasonable adjustments for disabled students and students with SEN.

Staff cannot use force as a punishment. It is unlawful to use force as a punishment.

There are certain restraint techniques that should not be used by staff; these are outlined in the DfE's non-statutory guidance on 'use of reasonable force.' (DfE Use of reasonable force 2013)

Staff must record all incidents that involve the use of 'reasonable force,' logging the incident in writing and passing this to the Deputy Headteacher (pastoral) and the Headteacher.

Following an incident where reasonable force has been used, parents/carers will be informed by the student's Year Leader or Key Stage Leader. The school will inform the Ealing LADO.

If a student or parent complains about the use of 'reasonable force' the incident will be investigated by the School. When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true. (DfE guidance – Dealing with allegations of abuse against teachers and other staff - 2011)

11.2 Searching and Confiscation

Searching
School staff can search a student for any item banned under the school rules, if the student agrees.

The Headteacher and authorised staff have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under his power are knives or weapons, alcohol, illegal drugs and stolen items.

School staff can seize any banned or prohibited items found as a result of a search or which they consider harmful or detrimental to school discipline.

The Headteacher and authorised members of staff also have the right to search devices, such as mobile phones, if they feel there is good reason to do so. What is then done with the device, and/or the material found on it, is at the discretion of the school, and may involve external agencies, such as the Police.

Searching will be done with a member of staff of the same sex as the student and it will not be done alone. There should be at least two members of staff present.

All details of the search should be recorded on SIMS and the Year Leader informed. This is for the protection of staff.

Searching with consent
If a member of staff suspects a student has a banned item in their possession, they can instruct the student to turn out their pockets & bag. If the student refuses, the teacher can apply an appropriate sanction as set out in the School's Behaviour policy.

Search without consent
The School can carry out searches for prohibited items such as knives or weapons, illegal drugs and stolen items, if they 'reasonably suspect' a student to be in possession of a prohibited item. Reasonable force may be used by the member of staff conducting the search.

Searches can be carried out by the Headteacher or staff authorised by the Head teacher. Staff carrying out the search will be the same sex as the student being searched; there will also be another member of staff present as a witness of the same sex – if at all possible.

The power of search without consent enables a personal search involving the removal of outer clothing e.g. coats and jumpers and the searching of pockets.

Staff are permitted to search lockers and desks without student consent. It is a condition of having a locker that student consent has been provided for staff to search their locker when required to do so.

The School is not required to inform parents/carers before a search takes place.

11.3 Screening
As a preventative measure, if requested, the School may require students to undergo screening by a walk-through arch or hand-held metal detector (arch or wand). This may take place as a preventative measure even if the school does not suspect them of having a weapon and without the consent of students. Any member of the School staff can screen students. When screening takes place, parents/carers will be notified.

If a student refuses to be screened, the School may refuse to have the student on the premises. In such circumstances the police will be notified. In such cases the School has not excluded the student and the student's absence would be treated as unauthorised.

11.4 The power to seize and confiscate items
Schools' general power to discipline (Section 91 – Education Act 2006) enables a member of staff to confiscate, retain or dispose of a students' property as a disciplinary penalty, where reasonable to do so.

Members of staff will be asked to confiscate any prohibited items brought to school by a student e.g. knives and weapons, drugs and alcohol, edibles, laser pens and banned electronic items.

Where a confiscated item is thought to be an illegal item it will be passed on to the police e.g. weapons, knives, drugs & alcohol, fireworks, stolen items or items that are evidence of an offence. Parents/carers will be informed by the student's Year Leader when an illegal item is confiscated.

Confiscated items (legal items – but prohibited by the School) will be retained by the student's Year Leader. Confiscated items will be returned to the student's parents/carers following a meeting with their Year leader or Key Stage Leader.

12. COMPLAINTS & ALLEGATIONS AGAINST STAFF

Dealing with allegations of abuse against staff or volunteers

The school asks that any complaints against a member of staff are brought to the attention of the Headteacher. All complaints will be investigated without delay by the school. If an allegation is made against a member of staff, the quick resolution of that allegation will be a priority to the benefit of all concerned.

The School will follow the LA policy procedures and guidelines in Allegations Against Staff & Volunteers (2022) and Keeping Children Safe in Education 2023 when investigating allegations of abuse. The Ealing LADO will be informed.

Where students are found to have made malicious allegations, the School will consider whether to apply an appropriate sanction, which may be a suspension or exclusion. There may also be a referral to the Police if there are grounds for believing a criminal offence may have been committed.

13. MONITORING & EVALUATING SCHOOL BEHAVIOUR

13.1 Monitoring of Student Behaviour

The school has a clear monitoring and evaluation cycle for behaviour.

The school monitors and reports to the Governing Body on the following areas of behaviour:

- behaviour data: detentions, on call removal, suspension and exclusion
- student rewards
- student behaviour in lessons - attitude to learning grades
- attendance & punctuality
- managed moves, alternative provision allocations and off site directions
- incidents of searching and screening
- stakeholder feedback - survey of students, parents and staff

This information is used to support review and improvement of school behaviour and rewards policies and procedures.

Individual student behaviour and rewards are recorded using the School's SIMS behaviour management system. (see rewards policy for rewards system)

Behaviour & rewards points & notifications

Behaviour and rewards points & notifications are recorded and used to:

- Celebrate achieve and success
- Provide a numerical overview of student behaviour and a trigger for intervention and support
- Initiate early communication with parents/carers around developing behaviour concerns

Rewards points are generated when a credit is used by a member of staff. Point totals are used to inform different student rewards. See Rewards policy for full details.

Rewards totals and thresholds are shared with students (weekly rewards and behaviour reports) during tutor periods and also inform school reports to parents.

Behaviour points are generated when a student receives a detention. Behaviour points are awarded in proportion to a detention level i.e. level 1 detention – 1 behaviour point, level 2 detention – 2 behaviour points. Points are added for all detentions issued from level 1 to 5 inclusive.

Cumulative behaviour point totals recorded on a rolling ten-week basis, thresholds are used to trigger support. Point thresholds trigger communication with parents/carers, partnership meetings, report monitoring and discussion of the student's support needs at student forum meetings.

Behaviour and rewards points are reported to parents/carers on the School's termly reports and can also be viewed by parents on their child's school report.

13.2 Student Interventions
The School also requires staff to log student interventions (behaviour and SEMH support interventions) provided on SIMS e.g. restorative meetings, external support, support plans. This information is used to evaluate the impact of intervention when student cases are reviewed at student forum and SEN plan meetings and to share with parents/carers when pastoral support plans are developed.

13.3 Weekly Pastoral Data Reports & Related Actions
Tutors and students are provided with weekly reports of their totals (behaviour, notifications, attendance and punctuality and credits) during tutor time. Tutors are asked to use these each week to celebrate student success and issue rewards.

In this weekly report an additional 'rolling tally' summarising points over the last 10 weeks is added to show a student's improvement trend. This is used by the tutor when mentoring a student at each threshold level.

14. THE SCHOOL'S BEHAVIOUR AND PERSONAL DEVELOPMENT CURRICULUM

14.1 Our Personal Development Programme
One of the major outcomes we hope to see from our personal development programme is high aspiration and improved behaviour across all student groups. The School's Personal Development curriculum including PSHCE lessons are adapted to support the needs of students to support their personal development including promotion of positive behaviour, supporting the emotional needs and general well being of students.

14.2 Behaviour curriculum
Once a week, tutors deliver a learning and discussion sanction connected to the schools behaviour curriculum. The behaviour curriculum has been designed by key stage leaders to ensure that all students are aware of school behaviour expectations and reasons for school behaviour policy and rules. We believe that when all children are aware of the school's behaviour expectations and reasons for them, we can ensure a fair and consistent implementation of the school's behaviour policy, supported and understood by all stakeholders.

15. GUIDANCE ON SPECIFIC BEHAVIOUR ISSUES

15. 1 Child on child sexual violence and sexual harassment
Sexual violence or harassment (in person or online) are never acceptable and will not be tolerated. All staff are asked to challenge inappropriate behaviours and language between students. Students who fall short of these expectations will be sanctioned in line with school behaviour policy and the police and social care may be required to be involved.

Incidents of child on child sexual violence or harassment must be reported immediately to the DSL using MyConcern with a follow up same day staff meeting. The school will follow advice and guidance set out in Keeping Children Safe in Education 2023. e.g. child on child sexual violence and abuse and will also lead to the school informing the local authority LADO.

15.2 Behaviour Incidents Using IT or Online
The school makes clear to students that the same standards of conduct are expected online as offline, everybody should be treated with kindness, dignity and respect.
Inappropriate online behaviour including bullying, use of inappropriate language, the soliciting or sharing of nude/semi nude images and videos or sexual harassment will be addressed in the same way as offline behaviour as detailed in this policy.
Staff are asked to follow guidance set out in the schools safeguarding policy and make a referral using MyConcern to inform the DSL (as appropriate) and also report the incident for further investigation to Year Leaders.

When an incident involves images of nudes or semi nudes the member of staff must refer the incident to the DSL using MyConcern and should not view the images. Incidents will be investigated and students will be sanctioned in line with school behaviour policy; the police and social care may be required to be involved.

The school uses the following monitoring and filtering software to ensure that our students stay safe when working with IT and online:

Monitoring and filtering system	**Purpose**	**Monitoring method and** **person responsible for monitoring**	**Evidence**
LGFL Webscreen 2.0 **(Broadband Filtering)**	Blanket filtering and block policies based on standard inappropriate content and categorisation.	Realtime filtering setup and maintained by the school's IT support team.	System wide settings.
Smoothwall (Filtering)	Granular filtering by users (who, what, where).	Realtime filtering setup and maintained by the school's IT support team.	Weekly audits and escalation reports on violation / suspicious activities to the designated safeguarding lead.
Impero **In class screen monitoring by staff.**	Screen and keyboard monitoring.	Real Time monitoring installed and maintained by the school's IT support team.	Weekly audits and escalation reports on violation / suspicious activities to the designated safeguarding lead.

Where safeguarding concerns arise, staff are required to report using normal safeguarding reporting procedures. In addition weekly reports generated by Smoothwall are shared with designating safeguarding leads for follow-up and action.

15.3 Suspected Criminal Behaviour

In cases where a member of staff suspects criminal behaviour, the school's pastoral leaders will make an initial assessment (this will be documented) to see if the police need to be informed. This must be reported to the student's Year Leader for initial investigation.

Once the decision has been made to report the incident to the Police, the school will ensure it does not interfere with the Police investigation. However, the school retains the discretion to continue investigation and enforce their own sanctions so long as it does not conflict with Police actions.

Appendix 1
Positive Behaviour Intervention Strategies
Top tips for "actions" to re-engage learners as part of the action – action – sanction process

- Request the student to explain their understanding of the task/expectation and then ascertain if they have the information/skills required to undertake it without adult support
- If differentiation is required, consider using scaffolding or prompts and setting an intermittent target
- Where a student needs a verbal cue, make it a private conversation
- Use physical cues such as thumbs up and exaggerated facial expressions to show the student you are monitoring even when not working with them
- Set a target, review after a specified period of minutes – writing a checklist on their desk in whiteboard pen can be a quick way of doing this ask for verbal clarification that the student understands the expectation and commits to making the change
- Move the student so they work in a more focussed way. Explain the purpose of the move and, if it is temporary, what needs to happen before the student moves back
- Build in opportunities for responsibility. Physical activities such as assisting you can be helpful for students who need movement breaks and utilising a student's hyper-vigilance to record how many times a keyword is used
- Use specific praise and discuss with a student what rewards have the most incentive for them e.g. some like public praise, some prefer a private or non-verbal acknowledgement
- Engage with the student asking them to model something they can do
- Verbally acknowledge improvements and aim to spot the student 'being good' within the same lesson
- Conduct a restorative conversation where the focus is on closing any incident so the next lesson can begin afresh

Actions we aim to avoid:

- Shouting at a student or other public correction of behaviour
- Long periods waiting in a corridor
- Straight to Action stage of detention
- Ending lessons without restorative conversations having taken place or organised

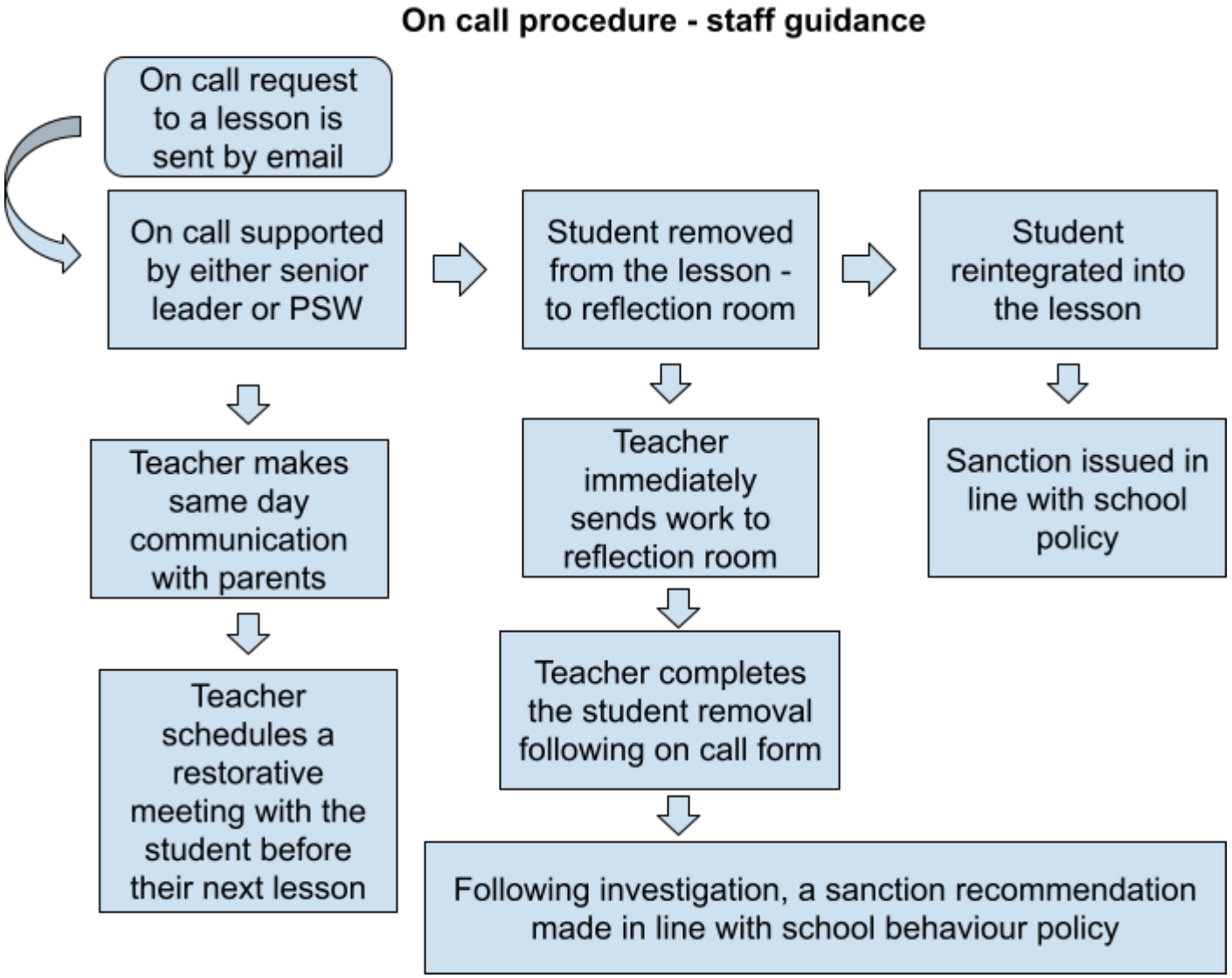
Below are some possible techniques that teachers can use to reinforce positive learning behaviours.

Teacher Techniques	Example
Choice	Gives students some control over a situation which is less likely to initiate point-blank refusal. Examples include: *'I want you to get on with your work or* (consequences), *it's your choice.'* *'Are you choosing not to follow our rules on _____?'*
Take-up time	Allows students not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Take-up time follows an instruction with a pause to allow students time to comply. Examples include: *'Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'*
	Deflects confrontation with students by acknowledging concerns, feelings and actions.

Partial agreement	Examples include: *'Yes, you may have been talking about your work but I would like you to ….'* *'Yes it may not seem fair but….'*
When-then direction	Avoids the negative by expressing the situation positively. Examples include: It is better to say, *'When you have finished your work, then you can go out'* than *'No, you cannot go out because you have not finished your work.'*
Privately understood signals	This draws the class together and builds in sharing times. An individual student may recognise a gesture from the teacher as a reminder to concentrate on work. It is sometimes more effective than trying to get your voice heard over a large class. Examples include: Countdowns. Clapping your hands gently twice. Standing next to a 'learning zone' poster in the room.
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the students and not the behaviour. Ignore the 'target' student but praise the nearby student. If target students change their behaviour, praise them. Examples include: The teacher may say to a nearby student: *'Well done. You have remembered to put your hand up to answer a question.'*
Redirect behaviour	Reminds the students 'what they should be doing' and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: *'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books'.*
Consequences and sanctions	Needs to be in line with School policy and be implemented clearly and consistently. Examples include: *'Remember the School rule, Phil. If you are late for lessons without a pink slip you make up that time at lunchtime. It's there on the poster to remind us all.'*

Deferred consequences	Deals later with a student who is misbehaving and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: *'I'd like to sort this out, Amy, but we can't do it now. I will talk with you at 10.30.'*

Appendix 2 Elthorne Way – On call Procedure



Appendix 3

Detention Levels

Level	Duration and timing	SIMS codings	Points weighting	Set for ……..
Notification 'N'	N/A	N1		Incorrect or missing item of uniform - 1st notification then L1 after.
		N2		Missing equipment.
		N3		X
		N4		Home Learning Notification – only issued as a one 'chance' notification per subject teacher per half term. L1 detention issued after that.
Level 1 Set by teacher or member of staff	30 minutes Same day after school detention Year based detention rooms – see tt	S1	1	Disruption to learning after 2 actions
		S2	1	Banned item used on site e.g. mobile phone or headphones
		S3	1	Disrespecting the School community (e.g. littering)
		S4	X	X
		S5	1	Health and safety concern (lower level)
		S6	1	Inappropriate communication
		S7	1	Unauthorised late to lesson
		S8	1	Home learning incomplete/not submitted. (after one N4 reminder)
		S9	1	Unauthorised late to school - same day detention
		DA1	1	Failure to attend after school detention (escalated to next level)
		DA3	1	Persistent school uniform concern.
		DA5	1	Failure to attend a L2 or L3 detention.
Level 2 Agreed by MLs following discussion with the teacher.	40 minutes Same day - after school detention Year based detention rooms – see tt	ML2	2	Verbal aggression towards students or staff
		ML3	2	Bullying* lower level – comment required and log on SIMs
		ML4	2	Vandalism or damage to property
		ML5	2	Persistent disruption in a lesson or defiance - lower level
	Multiple L1 detentions set in a single day result in the student automatically sitting a 40 minute L2 detention and accruing all the points set.			
Level 3 Agreed by SLT line manager or Key Stage leader	60 minutes – the following Monday after School (E101)	SLT1	3	Physical aggression
		SLT3	3	xxxxxx
		SLT4	3	Discriminatory behaviour - lower level*
		SLT5	3	Compromising health and safety
		SLT6	3	Truancy *Any discriminatory behaviour must first be discussed with the student's Year Leader as a higher level sanction may be required.
Level 4	90 minutes	SLT1	4	Physical aggression

These may be a detention or higher level sanction such as a suspension set by the Headteacher	The following Friday after School (HT's office)	SLT2 SLT3 SLT4 SLT5 SLT6 SLT8 SLT9 DA1	4 4 4 4 4 4 4 Escalates to next level	Smoking or vaping X Discriminatory behaviour - mid level* Theft Compromising Health and Safety Truancy* or internal suspension for persistent cases. Defiance to Senior Staff Failure to attend L3 detention

Detention Procedures for Staff

All teaching staff support the centralised detention system by carrying out a detention/study club duty as part of the directed time allocation.	
Detention Procedure	
Lunchtime detention	A same day lunchtime detention. (20 mins)
Same day after School detention	A same day **L1 (30 mins)** after School detention, issued to a student for as stated in the table above. **Time & Location**: 3.10pm in an assigned IT room for Year group **L2 (40 mins)** detentions are issued where: ● there have been multiple lesson disruptions in a day ● there have been multiple late logs during the day ● there was failure to attend a L1 detention ● or a higher level incident investigated by the YL or SL
L3+ sanctions	Are issued for non-attendance at L2 detentions or as sanctions for higher level behaviour incidents. These are jointly decided by the student's YL, Key Stage Leader or attached member of SLT. SLT detentions (L3) take place on Monday in E101 afternoons and are led by SLT or Key Stage Leaders. HT detentions (L4) take place on Friday afternoons in F block and are led by the Headteacher. Students report to the main reception area.
Detention clashes	Higher level sanctions take precedence.
Issuing a Detention	
Recording the detention on SIMS registers	● The teacher records a detention using their SIMS attendance register by clicking on the student's name and then – behaviour - then selecting the type and status on the drop-down menus ● For bullying incidents the additional drop down 'bullying' must also be added. ● A comment outlining what happened that resulted in the detention should also be added. This will be communicated with parents in the email notification.
Informing parents	
Informing parents	● The detentions administrator will message parents informing them of scheduled same day after School detentions. This will include the text entered on SIMS by the teacher as to the reason for the detention
Detention procedures	
Detention procedure During the detention…	The following procedures need to be applied by staff teams running after school detentions. ● Duty team members must promptly arrive at the detention room on allocated duty days ready to receive students ● Students are escorted to the detention room (assigned IT room) by their period 5 teacher. ● Students will be allocated a seat by a member of the detention team.

Detention activities	A member of the duty team takes a register. ● Detentions must be completed in silence and students are not to communicate with each other ● During the detention students **a restorative conversation may take place with a teacher** or one of several of the following activities is to be completed: • Engage in reading a book. • Complete home learning activities. Using SMH if in a computer room. • Complete a directed activity.
Any non-compliance in the detention	The SLT lead will respond and make a decision if the student needs to repeat the detention or be asked to leave and repeat the sanction the following day.

The Elthorne Essentials

Behaviour that creates a positive culture for learning

- I wear the correct school uniform
- I wear my lanyard and ID card appropriately throughout the day

- I come to school with full equipment
- I always arrive on time for my lessons and follow the start of lesson routine

- I respect other people's personal space and views
- I communicate positively with all members of our community

- I look for opportunities to challenge myself
- I actively engage in my learning throughout the lesson and at home

- I take part in a wider range of activities
- I look after the environment around me

Achieving excellence in a learning environment

Behaviour code of conduct - consequences table

CONSEQUENCE STAGE	BEHAVIOUR - Examples	ACTION OR SANCTION
A1	● Failure to listen or respond to teacher's request for attention ● Failure to engage in set task (when no barrier to engagement) ● Disrupting the learning of others ● Off task, talking, out of seat ● Chewing gum, eating or drinking in classrooms	**ACTION 1 ISSUED**
A2	● Additional A1 offence – student failing to amend behaviour following teacher action and take up time	**ACTION 2 ISSUED**
Action/Action stage can be accelerated when a higher level behaviour incident takes place in a lesson. On-call should be requested immediately.		
N1	● Uniform /lanyard concern - 1st time (no uniform slip) ● Lack of equipment for lesson (no equipment slip)	**NOTIFICATION LOGGED**
L1	● Failure to respond to Action, Action request – a sanction is issued L1 ● Repeat of N1 notification logs – e.g. uniform/equipment and pastoral concerns ● Lateness to school after the 8.45am bell. (20 minute lunchtime detention) ● Lateness to lesson >5 minutes without note or after register is taken. ● Failure to submit or complete a home learning task after one notification issued by the subject teacher. (Notification refresh periodically - each half term) ● Failure to attend home compulsory learning club ● Rudeness to a member of staff ● Refusal to follow instructions ● Inappropriate language, swearing in conversation ● Littering ● Mobile phone or headphones visible (items confiscated) ● IT misuse in lesson – low level	**30 MINUTE SAME DAY DETENTION** **exception LATE TO SCHOOL ONCE LUNCHTIME 20 minute detention**
L2	● Repetition of any L1 offence ● 2 or more L1 offences in one day. ● Repeated rudeness to a member of staff ● Repeated disruption to learning on a lesson	**40 MINUTE SAME DAY DETENTION**
L3	● Repetition of any L2 offence ● Failure to attend L2 detention ● Bullying Incident (mid-level) ● Walking away from a member of staff (returning) ● Truancy from a lesson >15 min ● Misbehaviour outside of school (lower level) ● Other detention level incidents deemed higher than L1/2	**60 MINUTE DETENTION**
L4	● Repetition of any L3 offence ● Failure to attend L3 detention ● Bullying Incident (mid/high level) ● Misbehaviour outside of school (mid level) ● Other detention level incidents deemed higher than L3	**90 MINUTE DETENTION**

S1 **OR** **S2**	● Failure to attend L4 detention ● Persistent disruption to learning (2 or more callouts) in one day ● Repeated disruption to learning in a subject area following subject report and parental meeting ● Deliberate defiance e.g. failure to comply with requests by staff to leave a classroom ● Dishonesty / lying to a member of staff ● Swearing across a room or at another student ● Walking away from a member of staff ● Bullying incident (high level) ● Inappropriate use of IT to threaten, harm or place another student at risk ● Possession of an illegal substance on School site ● Serious and false accusation made against a member of staff. ● Disrupting school investigations ● Gross disobedience ● Swearing at or about a member of staff ● Smoking, vaping or possession of cigarettes, lighters or alcohol ● Fighting/assault ● Persistent serious bullying ● Racist or homophobic abuse ● Inappropriate use of a mobile phone / computer including recording staff and inappropriate content sharing. ● Theft, graffiti or vandalism ● Poor behaviour during L3 or L4 detention. ● Poor behaviour in the school community - bringing the school into disrepute.	**INTERNAL SUSPENSION** **OR** **EXTERNAL SUSPENSION**
E1	● Persistent behaviour concerns ● Possession of offensive weapon ● Serious theft or vandalism ● Supply of an illegal drugs on School site ● Violence towards a member of staff ● Serious assault ● Serious and false accusation made against a member of staff ● Serious misbehaviour outside of school ● Other high level incidents that seriously affect the health and safety and well-being of members of the School community – Headteacher's discretion.	**PERMANENT EXCLUSION**

Appendix 5 – Behaviour points and threshold support levels
Behaviour Points and Threshold Actions

Behaviour Points	Staff lead	Action required:
20 points	**Tutor** Stage 1	● **Parent informed of behaviour concern**(s) the tutor communicates with the parent outlining key areas of concern ● **Targets for improvement set with the student** intervention note added to SIMS intervention. The student records the targets in the notes section of their student planner ● **Review of student progress made towards set targets** after a fortnight. Communication (student planner/call home/email) Progress update note added to SIMS intervention. *These three actions are replicated by staff at each tier of support in this table.*
40 points	**Tutor** Stage 2	● Stage 1 actions repeated by tutor. **In addition:** **The concern is formalised by….** ● The student is placed on tutor report for a two week monitoring period ● Tutor communicates with parents/carers at the end of the monitoring period, to feedback on progress. *A parental meeting with the tutor may be scheduled at this point* ● SIMS intervention updated.
60 points	**Year Leader or Assistant Year Leader** Stage 3	● Stage 1 actions repeated by Year leader and Assistant Year Leader **In addition:** ● Student placed on Year Leader report - two week monitoring period ● Year Leader or Assistant Year Leader meet with parents/carers at end of monitoring period to feedback on progress ● SIMS intervention log updated by YL/AYL. ● Student raised at student forum by Year Leader to assess support requirements ● Parent/student to be placed on a behaviour contract for trips/visits
80 points	**Key Stage Leader** Stage 4	● Stage 1 actions repeated by Year leader and Assistant Year Leader **In addition:** ● Student placed on Key Stage Leader report - two week monitoring period. ● KSL meets with parents/carers at end of monitoring period to feedback on progress ● Student raised at student forum by Year Leader/Key Stage Leader to assess support requirements ● SIMS intervention log updated by SLT attached member ● Parents/carers will be informed that they are no longer able to attend School visits without a personalised safety plan meeting.
100 points	**Senior Leaders attached to Key Stage or Headteacher**	● Parents/carers and students will meet with the Headteacher to discuss the School's concerns ● This formal meeting is minuted and next stage actions shared with parents/carers and logged on SIMS intervention ● Student placed on Headteacher report - two week monitoring period.

Appendix 6

Support and action stages for students at risk of permanent exclusion from School.

Suspension Stage	Internal or external suspension day totals.*	Support/Actions at each stage Interventions provided will be dependent on each student's individual needs.
Stage 1	**0 - 5 days**	Year Leader meets with parents/carers and the student. Appropriate student support established at a student forum meeting. Student support is reviewed after all subsequent internal/external suspensions. Student is placed on a tutor monitoring report. Pastoral Support Plan (PSP) is established after two internal/external suspensions in an academic year. Review of student's Special Educational Needs by the School's SENDCO or Assistant Headteacher, Behaviour/Inclusion.
Stage 2	**6 – 10 days**	Year Leader and Key Stage Leader meets with parents/carers supported by the School's SENDCO or Inclusion lead (as appropriate). Pastoral Support Plan is reviewed following all subsequent suspensions and appropriate support put in place at student forum meetings. Consideration of a referral is made to the LA behaviour team or other appropriate external support mechanisms. The student is placed on a Year Leader monitoring report. Consideration of managed move is discussed with parents/carers - early discussion - only if requested and agreed by parents.
Stage 3	**11 – 15 days**	Year Leader and Key Stage Leader meet with parents/carers Review of support and Pastoral Support Plan and Special Educational Needs by SENDCO or Inclusion lead as per previous stages. The student is placed on a Key Stage Leader monitoring report. Consideration of managed move offer, discussed with parents/carers, again only if requested and agreed by parents.
Stage 4	**First exclusion after 15 days**	Deputy Head teacher (DHT) and Headteacher meet with parents/carers supported by Year Leader and Key Stage Leader. The student is placed on a DHTs monitoring report. Review of support and Pastoral Support Plan as per previous stages. Formal warning may be issued by the Headteacher, stating that the student is at risk of permanent exclusion. Consideration of a managed move is again discussed with parents/carers, again only if requested and agreed by parents.
Stage 5	**Second exclusion after 15 days**	Permanent exclusion may be considered/issued by the Headteacher

*Internal and external suspensions have similar weighting in relation to a students' total cumulative suspension days, including support and behaviour actions provided by the school and consideration of permanent exclusion should a student reach stage 5 in the table above.

Behaviour Management - The Elthorne Way

'Collectively creating a school culture that is calm, safe and supportive - conducive for learning'

Developing students that are 'READY, RESPECTFUL & SAFE'

PREPARED, PRINCIPLED, PERSEVERING, PARTICIPATING & PROUD

At Elthorne Park…	So that…
High expectations & consistency	
Staff are asked to regularly share and promote the school's behaviour expectations. Staff consistently apply procedures (rewards and behaviour) to promote positive behaviour.	Everyone is clear about the behaviour expectations of students and staff so that we *'create a calm, safe and supportive environment for all students and staff.'*
Staff are asked to share our behaviour expectations at regular intervals (drip feed) throughout the school year.	Behaviour expectations are shared with all stakeholders in a number of ways: Expectations and inductions days, staff 'drip feed' in lessons & personal development lessons, assemblies, parent carer, staff and tutor handbooks and key behaviour,rewards & safeguarding policies.
Prepared for learning	
Tutors ensure that tutees are prepared & ready for learning each day; wearing full school uniform (including lanyard) and have full equipment for lessons. (Tutor Handbook) All staff challenge & report (tutor and YL) non compliance during the school day.	All students are prepared and equipped for learning. Students remain safe wearing their lanyard & ID card throughout the school day.
Starting and ending lessons	
Staff 'straddle' their classroom door (overviewing the corridor) to positively welcome and greet students as they enter the classroom. Praising students and the class as they leave your lesson.	This creates a positive and safe start and end of each lesson. A positive welcoming atmosphere for learning.
Maintaining a positive culture – during lessons	
Staff plan and deliver high quality lessons with engaging and challenging activities. Differentiation is provided to support and challenge all learners.	Students are engaged and challenged in their learning resulting in a positive and purposeful learning experience.
Staff circulate lessons, providing positive praise, feedback and support.	Use of praise and focusing on positive achievements and behaviour, to model expectations to all learners. Teachers positively re-direct low level off task behaviour (one to one) as they circulate.
Rewards and achievements are celebrated and shared during lessons progressively in line with the school's rewards policy.	To promote and celebrate students who are academically progressing & developing the shared values and positive character traits that will help them to succeed
Re-directing and responding to disruptive & off-task behaviour	
'Action-Action-Sanction' is used to redirect disruptive or off task behaviour. A re-direction action (with take up time) is shared (one to one) based on the primary behaviour, support is offered to re-engage on learning	Students are encouraged to take responsibility for their behaviour and take an active role in modifying their own behaviour & re-engaging with learning.

Disruptive behaviour has consequences; staff issuing a 'same-day' detention must inform the student why it has been issued & consistently in line with school behaviour policy.	Students are clear of the school's high behaviour expectations and consequences of not modifying their own behaviour.
Staff will be aware of individual strategies set by school & parent agreed Pastoral Support Plans (PSPs) and Education Health Care Plans (EHCPs)	Staff consistently follow behaviour intervention approaches outlined in a student's support plan to support students with identified needs.
We run compulsory (Year Leader allocated) and voluntary home learning clubs	Students are required to take responsibility for organising & completing their home learning. Homework club provides a quiet supported space to help with homework completion.
Behaviour follow up – Restore and Repair	
We encourage staff to schedule a restorative meeting with a student as required. This will usually be when there are repeated behaviour concerns or call-outs/ins to a lesson.	Students can reflect on the impact of their behaviour on others and in order to repair any damaged relationships.
We ask that staff communicate with parents (same day) following discussion with their subject leader, following repeated behaviour concerns or call outs/ins.	This enables parents to support the school by discussing the behaviour concern and changes and follow up actions required. This also ensures that the teacher is visibly in control of expectations and follow through.
Staff are asked to record a short note on SIMS interventions detailing any behaviour implemented e.g. restorative meeting, parent communication or meeting, subject area report.	This enables the school to notify parents, identify trends to help identify further support and intervention required.
Safe and Respectful behaviour on the school site	
When on duty or moving around the school site staff are asked to positively praise positive behaviours and challenge student behaviour that is a concern, anti-social or unsafe.	Challenge and re-enforcement by all members of staff will ensure that the school maintains a calm, safe and supportive environment conducive for learning.
Removal from lessons, suspension and exclusion.	
Following a call-out, a student may be temporarily required to work with one of the school's PSWs to discuss the teacher's call-out request. Should an extended period of time be required to support the child's behaviour needs, work will be provided.	Students whose behaviour means that they cannot remain in class, are given the opportunity to continue with their studies whilst out of their normal classes.
Staff report and action immediately: bullying (accurate recording on SIMs), discrimination, physical threats, aggression, derogatory language or abuse and intimidation to signal they are not tolerated.	Immediate action ensures that all members of the school community remain safe and supported.
Higher level incidents will be investigated, parents informed and actioned in line with school policy. These may result in a suspension (at home or in school) or an exclusion. In such cases, work for the student will be provided by teachers.	Reintegration meetings will positively focus on reestablishing expectations, reviewing support in partnership with parents to ensure events do not recur.
Planned Interventions and student support	
Students developing behaviour concerns or identified with SEN needs will be assessed at the school's fortnightly panel meetings.	To ensure that all students receive appropriate support to help them succeed at school.

Pastoral Support Workers, pastoral leaders and external providers undertake preventative work, running individual and small group mentoring sessions to promote positive behaviours.	Students have opportunities to discuss their behaviour with staff; work on and evaluate strategies being used to support their needs.
We encourage all students to participate in the school's extracurricular programme, student leadership opportunities and personal development programme.	To ensure that all students actively engage in positive and constructive activities. Ensure that all students have high aspirations and plans for the future.
Staff training and QA of behaviour	
Senior leaders, middle leaders and staff will regularly monitor trends in behaviour and rewards.	To support celebration of positive behaviour and values. To provide early support and Intervention to increase student success. To promote consistent application of policy.
All staff will be provided with behaviour training (new and existing staff members) as part of the school's annual CPD programme. The school's behaviour policy will be reviewed annually with input from stakeholders.	To ensure a consistent positive approach to behaviour management across the school
Working in partnership with parents and students	
The school has calendared events & publications to share our behaviour expectations with parents and students.. We communicate with parents to celebrate positive behaviour and to inform parents should concerns arise.	To help parents to understand how to support their children to succeed at school. To celebrate and reward students who consistently display positive behaviour and model our key values and attributes.

'At Elthorne Park High school, we want all members of the school community to treat each other with dignity, kindness and respect.'

'READY, RESPECTFUL & SAFE'
PREPARED, PRINCIPLED, PERSEVERING, PARTICIPATING & PROUD